Built on these attitudes one finds a wide spectrum of reasoning setting acceptable parameters for education of girls. On the extreme conservative side, education for rural girls is believed to be a waste of effort because male honour obligates men to provide for women. Therefore when women engage in economic activities outside the home the society assumes serious deficiencies on the part of males in the household. This is shameful and unacceptable to many. Furthermore, opportunities given to women threaten to lessen those available to men and erode their status, which is also offensive. For these conservatives, education for girls is acceptable only so long as it adds to improved domestic comforts, without leading to competition with men. This ideological confinement of women to homemaking assumes women will be cared for at all times. Formal female education is therefore neither required nor desired.

Certainly the negligible pre-war literacy level reflects these dismissive attitudes toward girls' education, in spite of the considerable effort former governments expended on the secular education infrastructure. Even the tiny percentage of children who attended rural schools left their classes with little to show for the time they spent away from their traditional learning experiences which, for boys, were in the fields working with their fathers and for girls at home learning from their mothers and grandmothers. The irrelevancy of the former education system largely served to strengthen negative attitudes toward education, especially in rural areas.

By contrast, urban boys and girls, particularly those in Kabul in the 1960s, came to take education for granted. For them school was a necessary step toward desirable careers in the rapidly expanding development sector. In truth, the system was designed primarily to promote nationalism, accelerate secular modernization, and produce bureaucrats to fill the expanding government apparatus, largely ignoring rural needs and values.

Urban girls also benefited, but because women with education moved beyond socially circumscribed roles traditionally open to women, conservatives equated secular education with Kabul's increasingly Westernized lifestyle which they viewed with profound distaste. Instead of seeing education as the road toward technological advancement, secular female and male education was targeted as a medium of decadent nonIslamic behavior, a threat to traditional mores, the conduit through which communism was transferred to Afghanistan, and, ultimately, the root cause of destruction, death and exile.

Not surprisingly, resistance to education was vigorous among refugee populations during the early years of exile. As time passed, however, women came to appreciate the benefits of education, particularly with regard to health and child care. Women have become more open to education as a consequence. "Being

illiterate was like being blind," said one village woman. "Now I can move without being led, I can better make decisions on my own." She, and many more like her, is determined that her daughters will grow up with the knowledge and skills that will make their lives not only easier but more personally satisfying. It is these heightened expectations that provide the foundation on which assistance may build.

Third, from the assistance community's point of view. For the aid community - donors, planners, implementers; Afghans and foreigners - girls' education is the rallying point for the promotion of international standards on human rights. Both Afghans and foreigners firmly advocate on behalf of female education. Their reasons range from basic ideological principles to practical realities.

Beginning with the lofty, these aid workers hold that Afghan girls deserve an education because, first and foremost, education is a basic human right in today's world. With education, girls may also acquire an awareness of other internationally proclaimed individual, family and national rights which can be of value to them only when they are understood, and the lack thereof challenged. Well and good, but to avoid discouragement and frustration, caution must be exercised before introducing such fine sentiments too precipitately into sections of the society where there are as yet no means to realize them.

Koranic injunctions regarding educational obligations can be immediately deployed because they are not specifically defined. This allows a wide array of practical formal and informal culturally acceptable applications to embrace social, economic, and human resource needs while educating girls for traditional and family-oriented roles. Some would argue that this limits aspirations and perpetuates patriarchal controls, but considering the present realities evolutionary approaches probably have better chances of broadening horizons.

Girls are the mothers of tomorrow. As women they are expected to pass on the values of their society through their children. To do this, they must be given access to a wider variety of learning resources. They need to learn about good health and child care because an estimated three-quarters of all health care takes place at home. Afghanistan has the highest infant and child mortality rate in Asia, but eighty percent of these deaths can be prevented simply through a better practicl knowledge of basic personal health practices.

To be good mothers, girls must learn to fulfill their future responsibilities in actively training children to become worthy citizens. Uneducated mothers tend to breed ignorant children. Educate a boy and you educate an individual; educate a girl and you educate a family, is a popular motto. Through education at

an early age girls can prepare to create sound families and thereby strengthen communities by complementing the contributions made by men in a balanced way. Women's roles extend beyond the household to networks of social community relationships through which they cultivate community cohesiveness. Strong communities build a sound society, but the society itself will wither unless its roots are given sustenance through education for all.

The effects of war require - and are bringing about - changes in attitudes concerning the propriety of women's employment noted above. No one knows how many women have been widowed. Estimates run well over a million; an ICRC survey in January 1997 recorded 50,000 widows in Kabul alone, each with an average of 7-9 children. The deterioration of the economy compounded by high male unemployment has resulted in a reduction in household incomes. Female familial responsibilities for managing household consumption has not however altered, so women are still obligated to sustain basic family needs despite the changed circumstances. The existence of female beggars in Kabul is a distressing new phenomenon that confirms this. Since it will be many years before broken social networks are repaired, girls and women must be educated and taught skills now for individual and family survival if they are to pursue dignified lives. If not, Afghanistan will see the growth of more dependent segments such as have never existed in this society before.

Then there are the mammoth challenges of reconstruction to which every Afghan citizen must respond; women, half the population, can not be denied access to knowledge if they are to contribute their share in helping the nation move forward. Much empirical evidence reveals that nations receive a high rate of return from investments in female human resources. Investing in women is therefore a crucial strategy for promoting growth and reducing poverty; a key to sustainable economic growth. Conversely, research shows that gender inequalities slow down economic growth and lead to social deterioration.

Given the cultural constraints which keep men and women separate, women professionals are needed in all sectors, particularly in medicine, education, law and social welfare, yet a high proportion of these female professionals have already left and settled in other countries. Girls must fill the gap. To do so they must start their training now.

So far this discussion has focussed on the duties and contributions that girls must prepare to undertake for the benefit of family and society. What, it may well be asked, about girls as individuals? Surely it is important that each and every Afghan girl be given opportunities to live a complete life of gratifying personal fulfillment, to increase her self-reliance so as to build the confidence that will permit her to move through life with dignity, a female personality characteristic valued

throughout Afghanistan. In the words of one friend, "girls must learn to be the source of light in their communities." For me, this is why girls deserve an education.

Only recently I was in Paghman trying vainly to find even the slightest vestige of buildings which once made this hill town the fashionable summer resort of the 1920s. My heart was sad until it was revived by a beautiful twelve-year-old girl, Mariam, who came up to offer some of the sweetest mulberries I have ever tasted. We were soon joined by a band of perky little boys and the conversation turned to school. "Do you go to school, Mariam?," I asked, only to be answered by a boys' chorus of "They are not allowed, they are not allowed."

Sadness descended again as I thought of how these fine young men of the future are being programmed so young to take away so much of the future of this adorable little girl. The Taliban avow that education for girls will come in time. But Mariam and all little Afghan girls can not wait. They just - well, they must just get on with growing up.

Press release from the Swedish Committee for Afghanistan with regard to girls' education in Taliban controlled areas.

Many NGOs and UN organisations working in Afghanistan claim that it is impossible to support girls' schools in Taliban areas. These opinions are reinforced by the fact that the Taliban have closed down or refused offered support to many girls schools, mainly in the bigger cities of Afghanistan. In addition, such opinions are echoed in the international mass media where the impression is given that conditions is equally harsh in all Taliban controlled areas.

However, this is a false picture. A recent survey of girl primary schools supported by the Swedish Committee for Afghanistan in rural areas controlled by the Taliban confirms the presence of 7,341 girl students in the surveyed schools. The girls attend a number of 100 schools, (58 home schools, 19 girls schools and 23 mixed schools) supported by the SCA and located in rural areas in the provinces of Kabul, Kunar, Laghman, Nangarhar, Ghazni, Logar, Paktia, Paktika and Wardak. Each school was visited by a survey team, headed by an independent consultant, and the result was then compared to the figures given by the school inspectors belonging to the SCA regional offices. The consultant's report shows that 48 % of the girls attend grade 1; a fact which reflects that many new girl schools have started this year, most of which are home schools. Usually the girls are taught by female teachers; 170 female teachers are working in the surveyed schools.

The publication of this report should not be taken as an attempt to excuse the human rights, including women's rights, abuses of Taliban movement. Rather it points to the fact that reality in Afghanistan most often is more complicated and versatile than the black and white picture presented in media.

The report also shows is that one of the paradoxes with the Taliban is that, although the movement originated in the rural areas, that it mainly represents a traditional, rural interpretation of Islam, it has less control in the countryside. In that respect, the Taliban do not differ very much from earlier Afghan regimes. The cities are important to the movement in several ways. Firstly, because they symbolize authority and any group with ambitions to attain complete state power in Afghanistan has to control them. Secondly, according to the Taliban faith, the cities and then especially Kabul are pits of depravation and evil, and must consequently be ruled and controlled in the most severe way possible.

The rural areas, on the other hand, are not as important from neither a military or political nor religious point of view. In addition, officials appointed by the Taliban in the rural areas, at district and sub-district level, are often locals who tend to be easier influenced by the opinions of the local population.

The SCA experience is that it, so far, is possible to continue and even expand girls primary education in Taliban controlled rural areas. Methods used is to keep a generally low profile; sometimes negotiations and discussions are needed and, ultimately, there

might occur a need to issue a threat of withdrawing all financial support to education in the area; i.e. to stop support for boy schools.

Below follows extracts from the report. Any individual or institution who wants to read the complete report is welcome to contact the Education Unit of SCA under the following address:

SCA
ETSU
GPO Box 689, Peshawar, Pakistan.
Phone: +92-91-84 02 18 or 84 02 54.
Fax: +92-91-84 05 19

Below follows also an interview with the SCA Education Advisor, Ms Pia Karlsson. Originally it was done in July and published in the SCA Magazine *"Afghanistan Nytt"*, No 2/97. It is here translated into English.

Anders Fänge
Country Director
Swedish Committee for Afghanistan

111.

Extracts from

"A Report on A Survey on SCA Supported Girls' Education"

by A.W. Najimi, August 1997

INTRODUCTION

Swedish Committee for Afghanistan has been supporting elementary schools in Afghanistan since 1984. SCA today supports more than 422 boys schools, 125 girls schools and 87 co-education [mixed schools] in form of primary schools and home-schools in Afghanistan. The operation is supervised through SCA's three regional offices based in Ghazni, Ningrahar and Taloqan.

With the arrival of Taliban to power female education in formal schools were temporarily stopped. One of the reasons, among others, was that the countryside Afghans now in power are not used to see their women in activities exposed to strangers, a value based on their Islamic belief and culture. The other major reasons have been the security issue and lack of national funds to pay for the schools and teachers salary. However, programs supported by the community itself and/or by some NGOs, and in line with the local cultural understanding, have maintained its presence.

SCA, as one of the organisations which reflect devotion to assistance to the Afghan people and has demonstrated a strong will for sustainability of the projects they undertake, supports many girl schools in the country but also many home schools where children go to the home of a female teacher and get lessons. In this way the participation of women and girls in education has been much normal, seen from the traditional point of view, and well accepted culturally.

In order to study the Status Quo of the Girls education supported by SCA in rural Afghanistan, a 'sample survey' was made by an independent consultant. This report is the result of that work.

1.2 The survey

This sample survey was conducted in areas under management of SCA's southeastern regional office (SRO) and eastern regional office (ERO) in areas under the control of Taliban. The surveyors could not visit areas to the other side of the front lines (conflict line between Taliban and their opponents).

There were six surveyors sent to the field, each traveling by a motorbike provided to them by the regional offices. They visited SCA schools in one or two provinces each. While two people collected data in provinces related to ERO, four people collected data in provinces related to SRO. The surveyors were a mixed team of university students, for the eastern region, and former International Rescue Committee teacher trainers for the southeastern region. The surveyors were quite familiar with the districts they were collecting data from.

A survey form was designed in collaboration with the Educational Technical Support Unit of SCA in Peshawar, based on which information on girl schools, mixed schools and home schools were recorded. Data on the girl students were collected only.

The field work took about six weeks from early June to the middle of July 1997. A total of 100 female schools, primary and home schools, were surveyed.

Girls Education

General Findings:
Through this survey 100 of girl schools were visited and surveyed, where about 7834 girls were registered. The number of students found present by the surveyors were 6879 (88% of the registered), having permanent absentees of **488** (6%), and the routine attendance made a figure of **7341** students (94% of the registered number).

Table Province wise girl schools and their data.

Region	Province	# schools	# [G]	# [H]	# [M]	# Girls students
ERO	Kabul	3	0	1	2	227
	Kunar	24	8	2	14	2206
	Laghman	15	6	9	0	2064
	Ningrahar	18	1	16	1	755
subtotal		60	15	28	17	5252
SRO	Ghazni	17	2	14	1	1251
	Logar	1	0	0	1	40
	Paktika	9	2	5	2	596
	Paktia	1	0	1	0	75
	Wardak	12	0	10	2	620
subtotal		40	4	30	6	2582
Total		100	19	58	23	7834

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The regional offices' reports shows a figure of 7146 for the registered students (or usual attendance) in the same schools (3 % less than the surveyed register). In some schools, the survey teams found more students. The increase is due to either seasonal or permanent return of the villagers having lived in Pakistan as refugees.

Table A Summary table showing girl students per province, registered and usual attendance .

Region	Province	Total Pres.	Total Registered	Long term Absent	Usual Attendance	Regional Office Report 1997
ERO	Kabul	200	227	12	216	148
	Kunar	1845	2206	240	1966	2020
	Laghman	1969	2064	95	1969	1709
	Ningrahar	501	755	30	725	746
subtotal		4515	5252	377	4875	4623
SRO	Ghazni	1159	1251	70	1178	1153
	Khost	0	0	0	0	0
	Logar	40	40	0	40	40
	Paktika	572	596	24	572	613
	Paktia	75	75	0	75	75
	Wardak	518	620	17	601	642
subtotal		2364	2592	111	2466	2523
Total		6879	7834	488	7341	7146
Percentage						
	Percent of Reg. Students	88%		6%	94%	91% of the registered figure

Despite the talks about Taliban not allowing girls education, in many areas under their control, girls have access to education and people are interested to let their daughters seek knowledge through the available educational centers and home schools..

Although in Logar province girl schools were altered to boy schools, still there is one girl school with 40 students.

People's attitude towards girls education was found encouraging. Certain schools need to establish more classes as they have received more students recently (due to seasonal migration of refugees to their home villages probably, or coming from the cities). The greater density of students is noticed in the three elementary classes.

Female teachers:
Having many families earlier living in Kabul and now settled in the provinces, today it is easier than before to find educated women in some villages and who can conduct a school. The survey shows that there are about 170 female teachers in the SCA supported girl schools surveyed., making a ration of 46 girls student to a female teacher.

Table A.5. Female Teachers

	Surveyed Area			
Region	Province	No of girl schools	Female Teachers in the surveyed area	# Girl Students
	Kabul	3	10	227
	Kapisa			
	Kunar	24	23	2206
	Laghman	15	57	2064
	Ningrahar	18	40	755
	Parwan			
subtotal		60	130	5252
	Bamiyan			
	Ghazni	17	20	1251
	Khost	0	0	0
	Logar	1	0	40
	Paktika	9	0	596
	Paktia	1	0	75
	Wardak	12	20	620
subtotal		40	40	2582
Total		100	170	7834

students / teacher	46

Conclusion on Girl Schools

Through the survey and studying the reports 1997 one would get the following figures about the girl students in SCA supported schools under management of SRO and ERO.

- Based on the ' Sample Survey' data and comparing it with the RO reported data the figures are some how close enough .
- As mentioned above, the survey confirms existence of female education in the area under control of Taliban, given the fact that both religious and cultural values as well as basic rural mentality be respected by all involved.

EDUCATION SUB-COMMITTEE
Sunday 9 March 1997

Minutes of the Working Group meeting

The Participants:

- Amir Mohammad Ahmadi	S. A. Belgium
- Dr. M. Rahim Elham	GTZ-BEFARe
- Abdali	UNO/EPA
- Dr. Zadran	CARE
- Eveline Viehboeck	UNOCHA Peshawar
- Nancy H. Dupree	ARIC/ACBAR
- Shafiq Ahmad	ACBAR

The meeting was presided over by Mr. Amir Mohammad Ahmadi. He briefed the floor on the objectives of the meeting; they included:

- evaluation of the Education Sub-committee work; and
- formulation of a plan for the Sub-committee in 1997

The following comments were made on the Sub-committee by the members:

Dr. Zadran, CARE International:

While praising the work of the Sub-committee, he stated that:

- minutes of the meetings had been properly recorded and circulated on time;
- the agenda had been prepared and circulated in due course of time;
- problems had been tackled properly;
- good contact had been established with the Ministry of Education in Kabul; etc..

Interview with Ms Pia Karlsson, Education Advisor at the Education Technical Support Unit of SCA.

"The Swedish Committee for Afghanistan has proved that it is possible to work even in Taliban territories. Pia Karlsson, an advisor for SCA in Peshawar, talks about her experiences working with the Taliban.

By, Carl Schoenmeyr

Today most of Afghanistan is controlled by the Taliban, and soon they might take over the whole country. Then what happens? Is it possible to do something useful regarding girls' schools under the present circumstances? What has happened to those girls' schools in the Taliban areas which have been supported by the Swedish Committee? And what is happening now?

- We are talking about two areas: the eastern region and southeastern region, totally 12 provinces. Since the Taliban has controlled the eastern provinces for only ten months, it is too early to draw conclusions from the situation. But in Ghazni, where the Taliban have dominated for the last two years, we can examine the situation clearly. In this area, approximately 85% of the girls are still in schools. It is mainly in one province, Logar, where the number of girl students have been greatly reduced. The Governor of Logar is against girls' schools, but it might be different with the next Governor. In the Taliban areas, the Governors often change, and representatives of SCA have found that negotiations over girls' schools vary between the different provinces. The exception has been Logar, but generally there have been no major difficulties. Negotiations and discussions have taken place and ideas and solutions have been presented by SCA staff, and occasionally, the SCA has threatened to withdraw all financial support to education in the area.

Sometimes you say one has to threaten.... What is the specific policy of the SCA regarding support to the educational sector and girls' right to education?

-The policy of the Swedish Committee is very clear and straightforward: boys and girls have the *same right* to education, and girls must therefore not be discriminated or excluded. When applying this principle, one has to understand that Afghanistan, and in particular the Pashtun rural areas, has traditionally never had girls'. Therefore, one cannot impose new ideas and start by presenting the authorities with an ultimatum. It is important to discuss and negotiate slowly and carefully. Nothing happens overnight in rural Afghanistan. For instance, all girls' schools were shut down when the Taliban entered Paktika province. But, they were opened again! Apparently, an elected head of education in the province, was an Afghan who had previously worked for the Swedish Committee. And that made a difference. The threat of withdrawing the financial support, has so far not been put into practice. Even in Logar there are possibilities of opening negotiations following the selection of a new Governor. Within this year, it is planned to

see an *increase* in the number of girls in schools. Already, we have achieved an increase by 8000 girls, then including schools in non-Taliban areas, and it is planned that a further 10 000 will be in school by the end of this year.

In Line with the UN

Considering the circumstances, this is equally as satisfying as surprising! Basically, it seems like the SCA policy could be put into practice. Is the SCA policy running on a parallel line with that of the international community - the United Nations, the European Union and the Nordic countries? What is the attitude by Unicef, for instance?

- SCA's policy on girls' right to education is completely in accordance with the principles of the United Nations. The principles regarding women's roles in Afghanistan were established by the Secretary General of the UN in the autumn of last year. The Nordic countries and the EU, also support these principles. Unicef appears to adhere to a more strict stance when applying these principles; they do not give any support to education where the Taliban have hampered the education of girls. In practice, this means that Unicef only supports education in northern Afghanistan. As a result, those girls who need most support are excluded, girls in Taliban areas, although, it has been proved that in fact it is still possible to work in these areas!

As far as I know, the Taliban have never directly stated that they are against the education of girls. At least not in principle. They are against boys and girls being educated under the same roof. According to them, they should be separated, and this is something different. It has even been claimed officially that as for the girls' schools which have been closed, such as those in Kabul and Herat, it is merely a temporary security measure. As soon as peace and security are restored, all girls' schools will be opened again. Only on one condition; that they will be segregated. Are such statements likely to be true?

- The attitude is clear and well known. Unfortunately, it is not as convincing in practice. Girls' schools in Herat remain closed, even though there is peace and security. It seems that the Taliban's policy is more strict in cities, while the education of girls continue as before in the countryside. There is no general pattern! The Swedish Committee finds the Taliban's policy statements highly valid, because they can be emphasized when negotiating with local authorities and leaders. Further, it offers the Taliban the opportunity to exit difficult or awkward situations in a diplomatic manner.

You say that there is no overall pattern. Can you give an example of this?

- In Herat, the Taliban closed down all girls' schools and since then they have remained closed. At the same time in a refugee camp just outside Herat over a third of the students are girls. The harsh policy has been most strict in Kabul. (SCA does not carry out any activities in the cities, such as Kabul, Kandahar and Herat). The picture outside the cities is totally different. In the rural areas the personal factor is crucial. What matters is

who the Governors and the heads of the educational sector are in each province. The policy is also different depending on whether the population is Dari-speaking or not. The Taliban seem less likely to impose their strict ideas upon Dari-speakers and upon Nomads. Between the local entities it varies greatly.

One possibility to support girls' right to education in Taliban areas, is to teach at "home-based schools". What exactly is a "home-based school" and what kind of experience does SCA have of these?

- Home-based schools were set up as an alternative to ordinary rural primary schools in 1994-95, i. e. mainly before Taliban dominance. They were introduced in those areas which were considered very conservative and traditional. The sole purpose of these schools was to educate girls, in classes 1-3. Predecessors to home-based schools were the so called "village schools" which were a substitute for primary schools in remote areas. Normally, home-based schools are in the teacher's house or situated in his or her yard. The number of students vary between 30 and 100. The teachers are usually well educated, and mostly female. Courses and stationary are similar to that of the primary schools and they are both within the same organisational framework for the same authority. It has been shown that the establishment of home-based schools is a functioning alternative to ordinary primary schools. They can be seen in other countries as well such as Pakistan. Being uncontroversial, they are very useful even in the extremely conservative environment of Afghanistan.

You have given a number of examples of how you and your colleagues have been able to utilize SCAs' knowledge of the different conditions in the rural society in order to use an appropriate model for each situation - without sacrificing fundamental principles.

When looking back over your first ten months in the field, what do you consider to be the best possibilities, bearing in mind the current situation. What do you think is most important for the Swedish Committee to do for girls in Afghanistan over the following years?

- At the moment, we are planning for the next few years, but it is essential to have a long-term perspective. Not only to plan for the next five years, but also a generation ahead, or perhaps even more. Those girls today who will have the chance to go to school will presumably live as their mothers do, but they are going to have an appetite for knowledge (although their own knowledge will be limited) and will therefore ensure that their daughters in turn go to school....What is most important? ***Not to give up on the girls in Afghanistan!*** We have learnt that there are things we can do, even under unfortunate and severe conditions. As long as we have some space to maneuver - which we have had so far - the work must continue, and even, if possible, expand.

END

ACBAR
SPECIAL EDUCATION SUB-COMMITTEE MEETING
Tuesday 2 January 1996

By Shafiq Ahmad

The participants

- Jon Rothenberg (**CHAIRMAN**)	UNHCR
- Ellen van Kalmthout	UNICEF
- Chin Chin Heng	IRC/FEP
- Eric van der Lee	IRC/RPA
- Shahidi	IRC/STT
- Ghulam Sakhi	NPO
- Dr. Zadran	CARE International
- Dr. Elham	BEFARe
- Amir Mohammad	SCA
- Amir M. Ahmadi	SA/SOS/PG. Belgium
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ARIC/ACBAR
- M. Suleman	ADA
- A. Q. Karim	BBC
- Abdul Rahim	ISRA
- M. Ghassan	IIRO
- Ali Mohammad	IIRO
- M. Siddiq Sallek	NCA/NRC
- Shafiq Ahmad	ACBAR

* * * * * * * * * * * * * *

The special meeting was called to prepare agenda and plan for the attendance of the Education Sub-committee members to the education meeting in Kabul, which will be held on 15 January 1996. According to confirmation made by UNHCR, there is an education meeting in Kabul and members of the ACBAR Education Sub-committee were also invited to attend the meeting and discuss their own points of interest.

The following agencies will attend the meeting in Kabul:

AGENCY	No. OF PARTICIPANTS
UNHCR	1
UNO	1
SA/SOS/PG. Belgium	1
SCA	1
BEFARe	2
NPO/RRAA	1
IRC	2
ACBAR	1

IRC will have their own vehicle and can give a ride to one person. Six people do not have any vehicles. Therefore, it was decided that a flying coach be hired and the expenses be equally shared. ACBAR was assigned to find a flying coach. It was agreed that provision of accommodation will be the responsibility of each individual.

As it was requested that the agenda for the meeting be sent in advance, the following points were proposed:

- Textbooks - problems and distribution;
- Teacher training;
- Requirements for teachers employment;
- Pending ACBAR suggestions;
- Improving coordination NGO/Government/UN
- Active participation;
- School building;
- Female education;
- New concepts:
    - a) home schools
    - b) self help schools
    - c) fees
    - d) community motivation
    - e) additional education subjects
    - f) practical work in schools
- Curriculum/unification;
- Salaries;
- Government's aims and objectives in education;
- Literacy;
- Sustainablity; and
- Improving communication.

Obviously, all these points could not be discussed in a meeting of probably two hours, therefore, a vote was taken to identify the most appropriate points for discussion in Kabul.

Based on the majority of votes, the following three points were selected for the agenda:

- Government's aims and objectives in education;
- Teacher training; and
- Strengthening coordination between Government/UN/NGOs.

For strengthening coordination, it was proposed that problems should be defined and actions should be suggested. Distance, interactivity, communication and security were defined the main problems.

In order to encourage a useful discussion, it was decided to prepare papers in advance. Mr. Suleman from ADA volunteered to collect papers from the members on new concepts to be considered for government's aims and objectives in education. Agencies were requested to send their inputs by Sunday 7 January 1996 to ADA.

For teacher training topic, Mr. Shahidi of IRC agreed to prepare paper. NGOs involved in teacher training were requested to let Mr. Shahidi know by Thursday 4 January 1996 as to which points they want raised and presented to the meeting.

A Strategy Development Working Group was formed to review the papers. A meeting of the Group was scheduled for Tuesday 9 January 1996 at 9:00 am at UNHCR office.

The following people were selected as members of the Group:

- Dr. Nuristani	BEFARe;
- Jon Rothenberg	UNHCR;
- W. M. Rahimi	UNO/EPA;
- Eric van der Lee	IRC/RPA;
- N. H. Dupree	ARIC/ACBAR; and
- Shafiq Ahmad	ACBAR.

REPORT ON
ACBAR EDUCATION SUB-COMMITTEE MISSION TO KABUL
14 TO 18 JANUARY 1996

By Shafiq Ahmad

The following people were part of the mission:

- Jon Rothenberg (**Deputy Chairman**)	UNHCR;
- Dr. G. Dastagir Hazrati	GTZ/BEFARe
- Amir Mohammad	SCA;
- Noor Mohammad	IRC;
- Mohammad Karim Hanifi	SOS/PG Belgium;
- Ghulam Sakhi	NPO/RRAA; and
- Shafiq Ahmad	ACBAR.

OBJECTIVES:

To attend the Kabul education meeting initiated by the Kabul based agencies, in Kabul on 15 January 1996. This was mainly aimed at enhancing cooperation and coordination between the two education groups meeting in Kabul and Peshawar and at the same time to strengthen links with the Afghan Ministry of Education.

The Education Sub-committee had been trying to meet in Kabul for quite a long time, but due to security reasons this was not possible until January 1996.

MEETING WITH EDUCATION GROUP IN KABUL - 16 JANUARY WFP OFFICE KABUL

The Participants:

- I. A. Omer	WFP
- Asmaie	SC-US
- Ghulam Sakhi	NPO/RRAA
- Dr. G. Dastagir Hazrati	GTZ/BEFARe
- Amir Mohammad	SCA
- Noor Mohammad	IRC
- A. Ziar	OMAR
- Khalili Kakar	UNICEF
- Robert Biakcin	UNICEF
- M. Mumtaz	UNICEF

- Eng. Farid Ghiasi	UNOCHA
- Jon Rothenberg	UNHCR Peshawar
- Stephanie C. Aquino	UNHCR Kabul
- Alex Thier	UNOCHA
- Mohammad Karim Hanifi	SOS/PG Belgium
- Dr. A. S. Starzai	UNCHS
- Terry Pitzner	UNHCR/Kabul
-	WHO
- Dr. Roul Donifacio	MSF
- Mohammad Rafiq	MSF
- Shafiq Ahmad	ACBAR

The meeting was started by Mr. Terry Pitzner in the Chair. The Kabul Committee gave a briefing of their overall activities. The Committee is mainly concentrating on physical rehabilitation of education. However, they had some other contributions ie distribution of student kits, provision of chairs to schools, etc..

UNHCR Kabul is also trying to develop a proposal for the rehabilitation of the Education Printing Press in Kabul. The proposal might be finalized shortly. Machines in the press, according to UNHCR Kabul who visited the press, seemed to be alright and thus need less money and efforts for the reactivation. The proposal will be passed to as many donors as possible.

The ACBAR Education Sub-committee was asked to brief the floor on their overall activities. The floor was briefed on all issues so far discussed ie textbook, teacher training, supplementary materials, salary standardization and looking at possible ways of helping refugee schools in Peshawar.

Regular communication between the two groups was stressed. ACBAR agreed on exchange of minutes and other correspondence through its office in Kabul. Agencies were requested to pass any correspondence for the Peshawar Education Sub-committee to ACBAR Office in Kabul, which could be then passed to Peshawar.

As the two committees concentrate on different aspects of education, it was agreed that joint quarterly meetings be held in Kabul. It was also agreed that, like the ACBAR Education Sub-committee, the Kabul Education Group should also list their annual items of the agenda and send it to ACBAR, so that the ACBAR Education Sub-committee, if deemed essential, attend the meeting and vice versa.

MEETING WITH THE AFGHAN MINISTER FOR EDUCATION - 17 JANUARY KABUL

The Participants:

- Afghan Minister for Education;
- Deputy Minister;
- Head of Compilation and Translation Department;
- Council General UNESCO;

- UNOCHA Kabul, OMAR Kabul, UNICEF Kabul; and
- UNHCR Peshawar, IRC, SCA, SOS/PG Belgium, NPO/RRAA, GTZ/BEFARe and ACBAR.

The meeting was presided over by His Excellency, the Minister for Education. Welcoming the participants the Minister mentioned that he had not seen NGOs for a long time. "I missed you" the Minister maintained.

The Minister hoped that agencies were not playing games with him. He further hoped to see cooperation and coordination with the Ministry and that the activities are in accordance with the central government policies. The Ministry of Education should know what types of educational activities are supported by the agencies and in case of support to schools, the location of schools should be known to the Ministry.

A teacher training program by SOS/PG Belgium in Charikar was started without informing the Ministry. There was no positive response in connection to the issue of textbook printing and that showed an example of lack of cooperation and coordination. The Minister said that he wanted to respectfully introduce SOS/PG Belgium and attend the ceremonies, but he had not been given the opportunity. "I could stop the program, but we are not selfish people" the Minister said.

In response, SOS/PG Belgium said that before conducting the training program, the Teacher Training Department of the Ministry had been contacted. Regarding the textbook printing, the Minister was told that every body in Peshawar pushed very hard to get the textbooks printed, but the donors were asking for print ready copies of the revised textbooks which could not be made available. The Donors will not give money unless they see these copies of the revised textbooks. The Minister was also told that one of the reasons for the presence of the Peshawar team in Kabul was to strengthen cooperation and coordination between the UN, NGOs and the Ministry of Education.

The Minister urgently requested the agencies to work hand in hand and try to reactivate the education press, which would not require too much money and effort.

Mr. Jon Rothenberg, head of Peshawar delegation, stated that all topics referred to are important. The Ministry of Education should coordinate and control all educational activities. The Ministry of Education should know all educational activities in the country. The Minister was also told that all the requested information could be obtained from the ACBAR Database of NGO Activities. ACBAR will send a copy of the database to the Ministry of Education as soon as possible.

The Minister said that education is the only means to stop fighting and hostilities in the country. Changing the culture of war to a culture of peace could only be possible through educating Afghans.

The Minister was informed that both the Groups agreed on regular joint quarterly meetings in Kabul. These meetings should be chaired by the Ministry.

The idea was welcomed by the Minister. The first joint meeting was requested by the Minister to be called immediately after Eid holidays.

<u>THE FIRST JOINT MEETING WAS, THEREFORE, SCHEDULED FOR MONDAY 4 MARCH 1996 AT 10:00 AM IN THE MINISTRY OF EDUCATION.</u>

The Ministry with cooperation of Kabul based agencies will arrange the meeting and prepare the agenda.

<u>IMPORTANT:</u>

- Agencies were requested by the Ministry to submit their educational plans for 1996 at the next joint meeting.

  THE PLANS, AS PREVIOUSLY RECOMMENDED, SHOULD BE SUBMITTED IN BOTH DARI AND ENGLISH LANGUAGES.

- It was stressed if the reactivation of the education press is undertaken through a 'JOINT VENTURE'.

  AGENCIES, ABLE TO PROVIDE ASSISTANCE, ARE KINDLY REQUESTED TO LET THE MINISTRY KNOW OF ANY ASSISTANCE THEY MIGHT BE ABLE TO PROVIDE, PREFERABLY AT THE MEETING.

The Minister informed the agencies that a High Council of Education, headed by Acting Prime Minister, has been formed and meets reqularly. Name of the Ministry has again been changed to 'Wizarat-i-Maarif'.

After the meeting was formally adjourned, the following points were mentioned by the Deputy Minister and head of Department of Compilation and Translation:

- 200 books are ready for printing. The books would be made available to those interested.

- Aims and Objectives of education have been completed and approved.

NOTE:

The following three items were identified by the members to be discussed in Kabul:
- Government's aims and objectives in education;
- Teacher training; and
- Strengthening coordination between Government/UN/NGOs.

The first two items could not be discussed due to lack of time.

Mr. Amir Mohammad Ahmadi, S. A. Belgium:

As a member of the ACBAR Steering Committee and member of the Education Sub-committee, he appreciated the work undertaken by the Sub-committee. He also noted that the Steering Committee appreciates the work of the Committee in Pakistan as well as inside Afghanistan. The Steering Committee believes that the Education Sub-committee is one of the best Sub-committee, he maintained.

Other members also appreciated the work of the Sub-committee.

Some shortcomings of the committee were also listed as follows:

- Lack of participation. Some members despite being Peshawar-based, do not regularly attend these meetings;

- The Sub-committee has been reactive;

- Decisions are not followed up by the agencies properly ie salary standardization etc.;

- Comparing to the agendas, enough time has not been allotted to the meetings. It happened many times that the agenda points had to be deferred to the next meetings;

- The Sub-committee has not been so responsive to the Ministry of Education. This was mainly because the Ministry did not know the nature of NGO work and were not cooperative enough; and

- Agencies do not always send their professional staff to the meetings.

After going through the positive points and the shortcomings, it was decided that ACBAR should list each achievement of the Sub-committee under the five objectives set by the members in August 1996. This would help the Working Group to easily compare the achievements with the objectives .

<u>1997 Plan:</u>

ACBAR was requested to list the members suggested issues under relevant topics as it was did in 1994.

MINUTES OF THE SCHOOLS MEETING
HELD ON 16 JANUARY 1996 AT 1:00 P.M.
AT THE WFP OFFICE

KABUL, AFGHANISTAN

The meeting was arranged in order to establish a basis for coordination of activities by NGOs, the Government of Afghanistan and UN Agencies in Kabul.

After introduction of the participants, the meeting followed the agenda below:

1. Government of Afghanistan's aims and objectives in education,
2. Teachers training,
3. Strengthening coordination between NGOs/UN/GOA,
4. Rehabilitation of the Ministry of Education Printing Press.

UNHCR in Kabul, has proposed rehabilitating the Printing Press of the Ministry of Education. It was also proposed, UNHCR would contact all UN Agencies who expressed interest in participating/funding the project.

Presently, UN Agencies in Kabul, are involved in the physical rehabilitation of schools. About 120 schools are functioning in Kabul and other surrounding areas. UNHCR, UNICEF, WFP, UNCHS, WHO are assisting in providing educational kits to primary schools, provision of water supply, health education, provision of peace packs, food for work programme to those who are working in the re-construction of school building, provision of tents, mats, plastic, desks, chairs, blackboard etc. UN assistance to schools is done through surveys.

Mr. Rothenberg/UNHCR Peshawar, explained UNHCR and NGOs activities related to education in Peshawar. He mentioned that the University of Nebraska/USAID had prepared some textbooks which are used in the Afghan refugees' schools. The Government of Afghanistan (Ministry of Education) insists that the textbooks printed by the University of Nebraska should be used in schools in Afghanistan because there are no funds for revising the textbooks. Funds were provided in 1995 UNHCR Peshawar budget, for some revised textbooks to be printed. These books will be ready soon, which are for grades one to three. The Government of Afghanistan prefers to use the books printed by IRC printing press for grades seven to nine. When the books are revised, they will be given to the Ministry of Education for their review; and after their approval, will be printed in Peshawar. The IRC printing press will be moved to Jalalabad in the near future which will, to some extent, solve the problem of the Government of Afghanistan. The Government would like to have unified textbooks which will include material from all textbooks previously printed by different agencies.

ACBAR is covering all issues of education such as training needs of teachers, construction, education material, basic needs in schools and curriculum material.

Mr. Rothenberg/UNHCR Peshawar mentioned that UNHCR Peshawar would have a teachers training programme in March 1996.

ACBAR had a teachers training programme and after the programme was finished, certificates were issued to the teachers. A bio-data base of the teachers have been produced for the teachers. The standardization of teachers' salaries is also a part of their activities.

The importance of a coordinating body was stressed for improving the activities of education in Kabul. The issues discussed during the meeting, were related to needs and resources. It was agreed that through communication and regular meetings, information should be shared between the NGOs in Pakistan and the UN Agencies/MOE/NGO's in Afghanistan.

ACBAR has regular contact with the Ministry of Education by sending minutes of meetings and other material. It was suggested that they should have regular meetings with the Ministry of Education aside from UN Agencies.

The meeting adjourned at 3.00 p.m.

Participants:

1.	Mr. Terry Pitzner	UNHCR
2.	Ms. Stephanie C. Aquino	UNHCR
3.	Mr. Jon Rothenberg	UNHCR Peshawar
4.	Mr. Alexander Thier	UNOCHA
5.	Eng. Farid Ghiasi	UNOCHA
6.	Mr. Robert Biakcin	UNICEF
7.	Mr. Khalil Kakar	UNICEF
8.	Mr. M. Mumtaz	UNICEF
9.	Mr. I. A. Omer	WFP
10.	Mr. A. Alemi	WFP
11.	Dr. Daim Kakar	WHO
12.	Mr. A. Sh. Satarzai	UNCHS (HABITAT)
13.	Mr. Asmaie	Save the Children (USA)
14.	Mr. Ghulam Sakhi	NPO
15.	Dr. Gh. Dastagir Hazrati	GTZ-BEFARE
16.	Mr. Amir Mohammad	SCA
17.	Mr Noor Mohammad	IRC
18.	Mr. A. Azim	OMAR
19.	Mr. Shafiq Ahmad	ACBAR
20.	Mr. M. Karim Hanifi	SOS/PG Belgium Solidarity, Afghanistan
21.	Dr. Raul Bonifacio	MSF

ACBAR
EDUCATION SUB-COMMITTEE
Tuesday 6 February 1996

By Shafiq Ahmad

The participants

- Dr. Nuristani (CHAIRMAN)	GTZ/BEFARe
- Niaz Ahmad	UNHCR
- Amir Mohammad	SCA
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ARIC/ACBAR
- Mohammad Suleman	ADA
- Abdul Rahim	ISRA
- Suhaila	EDPAW
- Eng. M. Abas	PSD
- Eng. Ghulam Dastagir	EACA
- Jehan Zeb	UNDCP
- Moegiani	UNESCO
- S. B. Ekanayake	UNESCO
- Shafiq Ahmad	ACBAR

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I. Approval of the Agenda and minutes of the last meeting

In the absence of comments, both the agenda and minutes of the last meeting were approved.

II. Announcements

No announcements were made.

III. Briefing on joint education meeting in Kabul

The members were briefed on the main points discussed at the meeting in Kabul (for more information, see Report on the Education Sub-committee Mission to Kabul). The members were reminded that their educational plans for 1996 should be handed over to the Education Ministry at the next meeting in Kabul - 4 March 1996.

It was also brought to the attention of members that the Ministry was requesting the reactivation of the education printing press in Kabul. It was believed that agencies might not provide any support, unless the specification is made available.

11.

As UNHCR Kabul is developing a proposal for reactivation of the Press, it was suggested that a copy of the proposal be obtained and circulated to the members.

IV. **Arrangements for the next joint meeting in Kabul on 4 March 1996**

The Chairman suggested all members should attend the meeting. The following agencies have agreed to attend:

- Dr. Nuristani	GTZ/BEFARe
- Nancy H. Dupree	ARIC/ACBAR
- Moegiani	UNESCO
- S. B. Ekanayake	UNESCO
- W. M. Rahimi	UNO/EPA
- Jon/Niaz Ahmad	UNHCR
- Roza Gul	SCA
- Shafiq Ahmad	ACBAR

IRC will also participate in the meeting - confirmed after the meeting. UNDCP, ISRA and PSD will confirm their attendance later.

ACBAR was assigned to make the travel arrangements. It was agreed that the cost involved be equally shared by the participating individuals.

NOTE:

As the ACBAR Executive Director was requested to confirm the joint meeting with the Education Ministry scheduled for 4 March 1996, he met briefly with the Minister of Education on 7 February. As the Minister had to travel overseas for two weeks following the Eid holiday that the meeting should be held later than originally planned; after checking dates it was agreed that the meeting would now be set for **WEDNESDAY 13 MARCH AT 9:00 AM IN THE MINISTRY OF EDUCATION**. On the question of agenda, the Minister requested ACBAR, in coordination with agencies to prepare an agenda, however, he mentioned some issues that should be discussed:

- Kabul Printing Press rehabilitation programme;
- Curriculum discussions;
- Changes to curriculum being proposed by the Ministry - additional subjects to be covered eg logic;
- Textbooks for Kabul;
- Science laboratory equipment for middle and secondary schools;
- Teacher training/workshops - upgrading skills; and
- Teaching materials/equipment.

V. **Textbook problems in areas under the Taliban control - ADA**

ADA supports 79 primary schools with a total of 15,000 students in Kandahar, Zabul and Oruzgan provinces - currently held by Taliban. The agency distributed the revised textbooks last year and intends to do so this year.

ADA was told by Taliban to distribute the old textbooks, with their messages of war, stating that these messages are still needed. The agency was clearly told to either distribute the old textbooks or stop their activities, however, the Taliban were told that donors do not give money for printing the old textbooks. ADA has stopped the printing of 45,000 revised textbooks, due to this problem.

ADA was also asked to teach 'Shurout Salat' (Prayer's Conditions) - an Arabic religious book - to students of second grade. It was believed that it is too difficult for a student of grade two to learn this subject.

The purpose of bringing this issue up was to seek advise/support from the member agencies. The following suggestions were made:

- SCA plans to visit Kandahar and can raise this issue jointly with ADA and the Taliban;

- As Taliban are not well informed of the education process, some explanation might solve the problem;

- If the above suggested points do not work, then a number of people should be selected from the Education Sub-committee for discussion of the issue with Taliban. ADA said that they will make travel arrangement and cover the cost involved.

It was also brought to the attention of members that using old textbooks in some other Taliban held areas by NGOs, might make it difficult to convince Taliban to accept the revised textbooks. ADA was told by Mr. Rasooli, head of IRC Printing Press, that IRC is using the old textbooks in Khost Province - held by Taliban.

As there was no representative of IRC, it was suggested that IRC should be asked for an explanation at the next meeting.

VI. **Any other business**

UNESCO in cooperation with GTZ/BEFARe have prepared a Module "Management of Primary Schools Under Stress (Guide for Principals)". This was aimed at enhancing quality and capacity of principals.

UNESCO thanked GTZ/BEFARe for preparing the module and stated

that the agency has very good resource persons. Copies of the module in Pushtu and a Summary of the Module in English were distributed. The work was appreciated by the members.

It was brought to the attention of members that OXFAM has apparently been supporting educational programs in central Afghanistan, but never been represented in ACBAR education meetings.

Prof. Rahimi, who was kind enough to take the responsibility of collecting information on refugee schools needing assistance, reported that so far 21 schools have submitted information.

As soon as the data is analyzed, a meeting of the Working Group would be called for further work on the information obtained.

<u>**THE NEXT EDUCATION MEETING WILL BE HELD ON WEDNESDAY 13 MARCH 1996 AT 9:00 AM IN THE MINISTRY OF EDUCATION IN KABUL. SEE ITEM IV FOR THE PROPOSED AGENDA BY THE MINISTRY OF EDUCATION.**</u>

ACBAR
JOINT EDUCATION MEETING IN KABUL

The joint education meeting was held on Wednesday 13 March 1996 at 9:00 am at the Ministry of Education in Kabul. The meeting was presided over by Professor Fazil, Minister of Education. It was also attended by Dr. Fatah Siddiq, Advisor to the President; Mr. Najmi, Deputy Minister of Education; heads of different departments of the Ministry of Education; and by representatives of both Kabul-based and Pakistan-based UN agencies and NGOs.

Welcoming the participants, the Minister firstly expressed his gratitude for the advance circulation of the agreed agenda to the respective organizations. The Minister then urged the agencies to achieve something practically for education in Afghanistan. "We play with words; I enjoy it more when we say we can actually do something" the Minister said.

The Minister further added that education is the base for the country. All efforts should be made to build the base in proper order; otherwise, the whole process will be damaged. The Minister compared education with the foundations of a building; if the foundations are not properly laid, the building will not be properly constructed. "Without having the resources and the skills we cannot lay these foundations", he maintained.

The Minister referred to a Dari proverb meaning "Yes, destruction is obvious in a place suffering from a storm"; and Afghanistan has suffered many storms.

He gave an example of a visit to a school, where he saw the children studying without textbooks. He had been very sad that even he, as a Government Minister, could do nothing, because of lack of resources.

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I. KABUL PRINTING PRESS REHABILITATION PROGRAMME

With the assistance of UNHCR Kabul, the Ministry of Education has started the rehabilitation work of the Ministry of Education Printing Press. It was hoped that the printing press would start work shortly. However, according to the Ministry, still more assistance was needed.

The Head of the Printing Press briefed the meeting on the assistance needed - including repair of machinery, rehabilitation of the building and the supply of basic materials (paper, ink, etc.). He promised to make available the full details of the assistance required to the relevant organizations as soon as possible.

The Minister personally thanked UNHCR for their assistance in the rehabilitation of the press. It has financially supported the first and second phases of the work.

The agencies were requested to inform the Ministry about any assistance they were able to provide.

15.

Ms. Nancy H. Dupree mentioned that a request for assistance, made at the previous joint meeting, had already been passed on to Peshawar-based agencies. The agencies felt that unless proper details were made available, they would be unable to consider any assistance. She suggested the Minister should develop specific proposals and submit them either directly or through NGOs to donor agencies.

II. CURRICULUM DISCUSSIONS

Mr. Hamidi, Head Compilation and Translation Department, briefed the meeting on the activities of his department with regards the curriculum and textbook issue. He also provided ACBAR with:

a) A handout indicating the activities carried out by his department since December 1995;

b) Education policy and objectives - structure and plan of general schools education;

c) Primary education (new curriculum) for the academic year 1996 (1375).

Copies of the documents listed above, are attached to the Minutes.

The Ministry requested the members to comment on the above mentioned documents.

DISCUSSION:

Dr. Nuristani, Chairman ACBAR Education sub-Committee, whilst expressing his appreciation for the work done by the Ministry, stated that it would be premature to judge the contents of the documents. There are many very experienced people, in Afghanistan, in the NGO and among the Afghan refugee communities, who have worked in education for many years. They should have also been involved in this process.

In the past UNO and ECA had done the same by developing the curriculum without consulting the people and organizations involved in education inside Afghanistan and Pakistan. As a result many problems have been faced over the last eighteen months to reach a satisfactory solution to the curriculum and textbook issues. The Ministry might well face similar problems now at a time when more mistakes might prove disastrous.

Prof. Rahimi commented that if the documents presented had already been approved, then obviously there was no opportunity for comments; otherwise, the agencies would wish to be more involved. Unfortunately, it seemed as though the work had been done by the Ministry of Education without any consultation with other education specialists such as those based in Pakistan.

Prof. Rahimi also raised the question of duplication of activities. UNO/EPA has just spent funds on the preparation of a Grade 3 Dari book; and now it appeared that the

17.

Ministry has done the same work without any consultation. It seemed that there was a major failure in communication or coordination. Whilst it was acknowledged that the Ministry had the right to prepare these plans, agencies activities would be severely affected.

The Minister said it had proved impossible to maintain proper contact with the Peshawar agencies. However, the Ministry would welcome any comments/suggestions and was prepared to discuss them openly. The Ministry could not wait longer and had to move ahead. The Minister would also personally contact Prof. Rahimi of UNO/EPA in this connection and discuss the issue with him.

Dr. Fatah Siddiq, Advisor to the President, stated that Ministry of Education was prepared to receive useful suggestions. There has been an urgent need to develop proper aims and objectives for too long a time period. The participants should review the various documents and present their comments with a view to more open discussion.

Mr. Roza Gul (SCA), stated that there were not many NGOs involved in the textbook/curriculum issue. The number is basically limited to UNO, IRC, GTZ-BEFARe and SCA; and these agencies could easily be contacted through ACBAR. The agencies are ready to discuss all the issues. In the past many problems have been faced with the different curriculums in use; the Ministry should consider how to come up with one unified curriculum.

Dr. Zadran (Care International) raised the following three points:

a) Division of students into science and social science sections after grade 9 - if students do not receive a good general education, they will face problems in university;

b) "Logic" for boys and "psychology" for girls in garde 12 - in Afghan culture women are responsible for children; lets men be also responsible for children; and

c) Addition of a new subject "Benish Islami"' (Islamic Vision) - this could be covered in other religious subjects.

He strongly requested that the Ministry consider these points.

Mr. Steve Craig, Director SERVE, stated that basic issues of health, environment and disability should also be considered in the curriculum. Considering the situation in Afghanistan, these are very important issues to be taught. He also requested the integration of the disabled in schools and other areas of life from the very beginning.

The Minister stated that these are very good points and requested Mr. Craig to send his

recommendations. Head, Department of Translation and Compilation, stated that given the number of subjects, it would be impossible to add more separate subjects; however, these issues are already included under other subjects.

Whilst describing the work of the Ministry as a move in the right direction, Mr. Charles A. MacFadden, Executive Director ACBAR, stated that the new curriculum might not prove acceptable across the country eg in Taliban areas, where they do not accept textbooks with pictures. He insisted that further discussions should take place with the relevant bodies in this connection. Education in Afghanistan is at an emergency stage, maybe this is not the right time to undertake such developmental activities.

The Minister was also informed that ACBAR has a permanent presence in Kabul now and the Ministry could use the ACBAR Kabul office to make any necessary contact with Peshawar.

On the issue of textbook printing for Kabul, UNHCR Kabul asked the Minister about the funds they had previously announced that they had received. The Minister said that they had been promised, but as yet not received. UNHCR also mentioned that if funds are limited for textbook printing, there were other presses inside or outside the country that should be contacted. However, the Minister said that transportation of textbooks from outside Kabul had proved to be very difficult.

Mr. Jon Rothenberg (UNHCR Pakistan, Peshawar) and Deputy Chairman, ACBAR Education Sub-committee, stated that seeking project funding is a long process; the Ministry should develop proposals as early as possible.

III. <u>CHANGES TO CURRICULUM BEING PROPOSED BY THE MINISTRY - ADDITIONAL SUBJECTS TO BE COVERED EG LOGIC</u>

Discussed under Agenda Item II.

IV. <u>Textbooks for Kabul</u>

Discussed under Agenda Item II.

V. <u>SCIENCE LABORATORY EQUIPMENT FOR MIDDLE AND SECONDARY SCHOOLS</u>

The Department Head briefed the house on the problems and funding required for rehabilitation of science laboratories. See report attached to the Minutes. It was noted that the estimated costs were at 1980 prices (based on a 1980 catalogue).

Mr. Rothenberg requested the Ministry to contact IRC in this connection; as they have experienced people, who would be able provide more up to date estimates, in this connection.

19.

EDUCATION SUB-COMMITTEE

Summary of Achievements

i. **Collect data on ongoing activities**
The data has been collected and listed in ACBAR Database of NGO Activities; input form has been developed for the future activities.

ii. **Share data, minimize duplication**
teacher training related materials collected at ACBAR/ARIC, announced in ARIC Bulletin; separate database of teachers trained by NGOs completed; an exhibition of Supplementary Materials mounted; a list of supplementary materials produced/used by different agencies collected and checked by ARIC.

iii. **Plan activities - fair distribution**
1995 Education Work Plan for Rehabilitation in Afghanistan completed and presented.

iv. **Set standards for: curriculum, salaries, training, monitoring**
a delegation reviewed the EPA/ECA textbooks and approved them for printing by various agencies; agencies after a series of discussions agreed to use the unified textbooks all over the country;. Salary ranges for all educational staff in Afghanistan were recommended.

v. **Advocacy - Government and donors**
Advisor to Minister of Education was invited to Peshawar and textbook issue was discussed; a 3 member MOE team visited Peshawar and had meetings with the Committee; draft proposal for text books printing for Kabul city was reviewed; a delegation of the Sub-committee went to Kabul in June 1995 to discuss the proposal with the Afghan Minister for Education; problems of girls schools in Peshawar were presented to the Sub-committee and data collected with a view to assist these schools; discussion was held on promotion of Government/UN/NGOs cooperations; the Sub-committee had a mission to Kabul in January 1996 to attend the Kabul education meeting initiated by the Kabul based agencies; a meeting was held with the Afghan Minister of education in March 1996; a meeting was held in August 1996 with the newly appointed Afghan Minister for Education in Kabul; female education/employment (after Taliban took over Kabul) was discussed and a Statement drafted.

NOTE: Members are requested to indicate which of the above achievements need to be included in the Plan for 1997 because there was no follow up.

VI. TEACHER TRAINING/WORKSHOPS - UPGRADING SKILLS, TEACHING MATERIALS/EQUIPMENT

A list of the urgent needs of the teacher training department was made available to ACBAR and the participants were briefed. A copy of the list is attached.

VII. ANY OTHER BUSINESS

A special session was held in the Minister's office, following on from the first session.

The ACBAR Executive Director stated that, if looked at from another viewpoint, the total funds for all sectors in Afghanistan were very limited; and it would be impossible to satisfy the amount of assistance needed alone for Education. It would be better if a realistic emergency target could be developed aimed at achieving the greatest impact on the largest number of people.

The Director also requested that "what can agencies do" should be included in the agenda for the next Education Sub-committee meeting.

Mr Steve Craig (SERVE) commented that NGOs were small organizations that were unable to assist Governments with major programmes. They were very effective at grass-root level and could not possibly be involved in major institutional building activities. These were well outside their capabilities and capacities. The Government and NGOs could work well together if this was fully understood and recognized.

Dr. Nuristani (GTZ-BEFARe) felt that there was a clear lack in coordination between the Ministry and NGOs. He again suggested to the Minister that almost all of the organizations present at the meeting would prefer to have a common and unified curriculum for schools all over Afghanistan with some minor modifications in subject contents depending on the area or environment where they were working. However, on the issue of key objectives and policy making there was no doubt the leadership should come from the Ministry.

The curriculum issue is vital. This is a universal document regarding the education objectives of the whole country. This matter should not be treated lightly. However, a curriculum does require some revision every few years to take account of new research and studies on child psychology and teaching methodologies,

Dr. Nuristani suggested that in order to bring the students from the streets back to the classrooms at this stage, it would be better to use the various existing curriculums prepared by the different NGOs. Whilst it was accepted that there may be some shortcomings, the various curriculums have been prepared by educated, knowledgeable and experienced Afghans at this difficult time. In the meantime, however, the Minister should assign a group of experienced Afghans from different specializations, to design a unified and acceptable curriculum for the entire country. This is a difficult job and it will take, at a minimum, one or two years.

Until this work is completed, it would be better to accept the currently available textbooks. This would reduce the wastage of both time and resources. The Ministry should use whatever was available from the NGOs and at the same time develop a proposal for submission to donors. Rather than re-opening again this controversy, this action would have the greatest impact immediately on education country-wide and bring education to children in all parts of Afghanistan.

The Participants:

- Asmaie	Save the Children (USA)
- Sofie Eliseussen	Save the Children (USA)
- Terry Pitzner	UNHCR
- Eng. Rahmat Nabil	UNHCR
- Jon Rothenberg	UNHCR
- Steve Craig	SERVE
- Ghulam Sediq	SERVE
- Christine Blunt	IAM (VISA)
- M. Ashraf	IRC
- Carol A. Le Duc	IRC
- Eng. Farid Ghiase	UNOCHA
- Brigitte Neubacher	UNOCHA Islamabad/Kabul
- W.M. Rahimi	UNO/EPA Peshawar
- Dr. Gh. D. Hazrati	GTZ-BEFARe Peshawar
- Roza Gul	SCA Peshawar
- Prof. Ehsanullah	President of Technical schools
- Dr. A. S. Zadran	CARE
- Dr. Yusuf Nuristani	GTZ-BEFARE, Peshawar
- Dr. Fatah Siddiq	Advisor to President
- M. Rafi	NCA/NRC
- Shah Wali Ataie	SOS/PG Belgium
- Eng. M. T. Zamani	Head, NGO Liaison Office, Ministry of Planning.
- Eng. Khalil Kaker	UNICEF
- Robert Biakcin	UNICEF
- Charles MacFadden	ACBAR, Peshawar
- Ross Everson	ACBAR, Kabul
- Belqius R. A.	ACBAR, Kabul
- Naqib A. Noori	ACBAR, Peshawar
- N.H. Dupree	ACBAR/ARIC, Peshawar
- Shafiq Ahmad	ACBAR, Peshawar

NOTE: The number of participants were, in fact, more than listed above. However, a number did not sign the register and unfortunately their names are omitted.

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 7 April 1996

By Shafiq Ahmad

The participants

- Dr. Nuristani (**CHAIRMAN**)	GTZ/BEFARe
- Niaz Ahmad	UNHCR
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ARIC/ACBAR
- Abdul Rahim	ISRA
- Eric van der Lee	IRC/RPA
- Chin Chin	IRC/FEP
- Sayed Ahmad Shah	NPO/RRAA
- Dr. Gul Jan Wror	Observer
- Azizullah Noor	SERVE
- Dr. D. Hidayat	SERVE
- Shafiq Ahmad	ACBAR

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I. Approval of the Agenda and minutes of the last meeting

The agenda:
Textbook distribution for the next academic year was added under Any other business.

The Minutes:
At the Education Sub-committee meeting held on 6 February 1996, ADA reported that IRC is using old textbooks in Taliban held areas, which might make it difficult for other NGOs to convince Taliban for the use of the revised textbooks.

IRC commented that it had not printed the old textbooks, but locally procured them from the market. Their stock in Peshawar still comprises the old textbooks. This was mainly because of unavailability of the complete set of the revised textbooks at that time.

Minutes of the last two meetings - the one in Peshawar and the joint meeting in Kabul - were approved in the absence of comments.

II. Announcements

UNHCR has prepared a form for information collection on schools in Pakistan. Copies of the forms were made available to ACBAR for circulation.

The members are kindly requested, if they know any refugee schools in Pakistan, to ask them to contact Shafiq Ahmad, Senior Program Officer ACBAR and obtain a copy of the form.

UNO/EPA was kind enough to collect and analyze data on schools for Afghan refugees in Peshawar. This was done based on a decision of a committee formed to find ways and means of assisting these schools. A total of 28 schools submitted information.

Prof. W. M. Rahim announced that he had received a copy of the new curriculum revised after the comments at the meeting in Kabul and will made it available to ACBAR.

Dr. Gul Jan Wror Wardak, who spent some two years on preparation of charts for reading and writing, made them available to the members and requested for feed-back.

It was learnt that:

The Education High Council has decided to use only one curriculum for all graded and not to divide students to science and social science sections after grade nine;

The Ministry of Education strongly supports the inclusion of Islamic Vision (Benish Islami) subject in the new curriculum. The Ministry is working to prepare textbooks for this subject by a Taskforce composed of religious scholars and leaders. This subject will be taught only in grades 10, 11 and 12;

There are now six religious subjects for grade 1 - 9 in the new revised curriculum whereas there were only two in pre-Islamic government;

Arabic subject is now taught only in grade 7, 8 and 9;

It was understood that the Ministry of Education has not considered NGOs textbooks as complete and desired books for printing. They are developing new textbooks;

For immediate partial solution of textbooks shortage, the Ministry of Education is now going to use the available textbooks. They have airlifted the textbooks from Jalalabad. Considerable amount of UNO/EPA textbooks are available for use in Khost warehouse; and

One machine in the Education Printing Press is ready to work, but the problem is lack of paper, ink, butter paper, cutters, etc.. The Ministry of Education appreciates any assistance in this regard.

III. Comments on documents made available by the Ministry of Education at the last Joint Education Meeting in Kabul - held on 13 March

It was decided that the issue should be discussed at the next meeting in order to give the members more time to read all the documents. The member were strongly suggested to go through the documents very carefully and write to ACBAR their feelings about the documents NOT LATER THAN SUNDAY 21 APRIL 1996.

All the responses will be compiled and submitted to the next meeting for further

discussions.

It was suggested that the responses should be written by professional people.

IV. **What kind of assistance the agencies can provide to the Ministry of Education**
There was a common consensus that the way the Education Sub-committee tried to help the Ministry of Education for the last several months has not worked. The Education Sub-committee on several occasion suggested the Ministry to develop a proposal, but this could not be materialized due to lack of professional people or other resources.

It was, therefore, decided that the UN agencies should organize a workshop/seminar to train the Ministry staff in management, administration, finance and proposal writing.

Considering the emergency situation, it was suggested if one of the agencies send people to help the Ministry in preparing proposals.

To this end, IRC was suggested if they could send one of their trainers to the Ministry to train some staff of the Ministry in proposal writing and at the same time help them to prepare proposals for their urgent needs.

The representative of IRC will check the possibility with its office.

GTZ/BEFARe expressed its willingness to share part of the expenses with IRC and requested other organizations to do so as well.

VI. **Any other business**
TEXTBOOK DISTRIBUTION FOR THE NEXT ACADEMIC YEAR - IRC

IRC has textbook distribution program in Afghanistan. Their next textbook distribution will take place in May. They were asked by Taliban to distribute the old textbooks. They have submitted a set of the revised textbooks for primary level and Taliban have asked for time to review them. They do not know as to whether Taliban will accept the revised textbook or not. IRC was, therefore, looking for advise of the members.

BEFARe stated that they will use their own textbooks. For the subjects they do not have their own textbooks, they will use the UNO revised textbooks.

It was suggested to IRC to distribute the acceptable textbooks in order to bring the children from streets to schools.

THE NEXT EDUCATION MEETING WILL BE HELD ON SUNDAY 12 MAY 1996 AT 10:00 AM IN THE ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 12 May 1996

By Shafiq Ahmad

The participants

- Dr. Nuristani (**CHAIRMAN**)	GTZ/BEFARe
- Roza Gul	SCA
- Niaz Ahmad	UNHCR Peshawar
- Naeem J. Durrani	UNHCR Islamabad
- N. H. Dupree	ARIC/ACBAR
- Abdul Rahim	ISRA
- Eric van der Lee	IRC/RPA
- Shahidi	IRC
- Chin Chin	IRC/FEP
- Ellen van Kalmthout	UNICEF
- Sayed Ahmad Shah	NPO/RRAA
- Azizullah Noor	SERVE
- Abdul Qayeum Karim	BBC Education Project
- Shafiq Ahmad	ACBAR

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I. Approval of the Agenda and minutes of the last meeting

The agenda:
Election of Deputy Chairperson was added under Any other business. Mr. Jon Rothenberg, Program Officer UNHCR Peshawar and Deputy Chairman ACBAR Education Sub-committee sent a letter of his resignation due to his new assignment as UNHCR Program Officer in Herat (copy is attached).

The Minutes:
The minutes were approved in the absence of any comments.

II. Announcements

A letter informing the Minister of Education that UNESCO would be able to provide some materials needed for printing was read to the participants (copy is attached).

Since the modus operandi of providing the materials would be through the ACBAR Education Sub-committee, the members suggested that a letter be sent to the Ministry of Education asking them of the progress report of the printing press and specific needs. It

was emphasized that the letter should not raise expectations.

It was also suggested that a copy of the UNESCO letter be sent to UNHCR Kabul.

The Chairman handed over copies of some booklets prepared by UNESCO to the participants. A complete set of the booklets were handed over to ARIC.

III. Comments on documents made available by the Ministry of Education at the last Joint Education Meeting in Kabul - held on 13 March

Based on the decision of the last meeting, some agencies ie IRC, BEFARe and SERVE prepared written comments on the documents and presented to the floor.

There was a general consensus that more time should be given to the other members to prepare their comments. To this end, the other members were requested to send their comments to ACBAR by **Thursday 23 May 1996** to ACBAR.

A Taskforce including the following members were formed.

Prof. A. W. Rahimi	UNO/EPA;
Mr. Roza Gul	SCA;
Mr. Mujaddidi	BEFARe;
Mr. Azizullah Noor	SERVE; and
Mr. Shahidi	IRC.

The Taskforce will meet on Sunday 26 May 1996 at 2:00 pm at ACBAR conference room. Considering the comments recieved from the individuals, the Taskforce will prepare a joint comment of the ACBAR Education Sub-committee.

The comment will be circulated to all members of the Education Sub-committee before the next meeting which will be held on Monday 10 June 1996 at 10:00 am at ACBAR conference room.

After approval of the members, the comments will be presented to the Ministry of Education as a point of view of the ACBAR Education Sub-committee.

Ms. Ellen of UNICEF suggested that the moot paper prepared by the Education Sub-committee for consideration by the Ministry of Education should also be considered by the Taskforce, as it contains suggestions for policy and curriculum.

IV. What kind of assistance the agencies can provide to the Ministry of Education

IRC stated that they can send a person to train the staff of the Ministry of Education in proposal writing, provided such a request is made by the Ministry. IRC will not pay the person.

VI. Any other business

ELECTION OF THE DEPUTY CHAIRPERSON
Ms. Ellen van Kalmthout of UNICEF was unanimously elected as the Deputy Chairperson.

ACBAR would like to thank Mr. Jon Rothenberg for his time and efforts he devoted for coordination purposes. He proved to be a very valuable asset to the Education Sub-committee. The member organizations have always been benefitted from his brilliant ideas and initiatives. ACBAR wishes him a very bright future and every success and would like to see him in the future meetings of the committee.

UNICEF together with SC-US RBS and SCF-UK has formed a group to work on children and war issues in Afghanistan. The group will first look for already available information. The Education Sub-committee members made various suggestions to UNICEF

GTZ/BEFARe had a Zop workshop to extend the project for two more years - December 1998.

Afghan German Basic Education program was established in November 1994 and was a component of GTZ/BEFARe. Based on the outcomes of the workshop, Afghan German Basic Education will now be an independent organization run by a managing director. The objective is to transfer the expertise to Afghanistan.

Dr. Nuristani, Deputy Coordinator GTZ/BEFARe, will be heading the organization.

THE NEXT EDUCATION MEETING WILL BE HELD ON MONDAY 10 JUNE 1996 AT 10:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

Professor Fazil, Minister of Education, Ministry of Education - Kabul
Sunday 19 May 1996

The meeting was requested to hand over a letter from the ACBAR Education Sub-committee to the Minister. The letter indicated UNESCO's willingness to provide some assistance to the Ministry of Education through the ACBAR Education Sub-Committee.

The letter also requested the Ministry of Education to provide the Sub-committee with a progress report on the current status of the printing press rehabilitation programme together with details of specific needs eg ink, paper, etc...

Prof. Fazil, the Education Minister, was very kind to receive ACBAR without any previous appointment; for which ACBAR is grateful.

On the status of the printing press, the Minister said that three machines were working now. Some machines in the literacy program were also working, but the generator is a problem.

On the issue of textbooks, the Minister said that books have been reviewed and the Ministry wants to review them further. The textbooks were changed because of the Peshawar NGOs objection to the war messages; and now have been drastically modified to comply with this peace culture. Textbooks for the first primary level have been completed in two languages - Dari and Pushtu.

It was brought to the attention of the Minister by the ACBAR Executive Director that Taliban have asked NGOs to use the old textbooks in their areas. The Minister said that whether Taliban are happy or not, the Ministry should be responsible for the textbooks. The Ministry is looking for peace and non-warlike thinking throughout the whole country.

Regarding the UNO textbooks the Minister was not unhappy with them, but they did need some slight changes to make them acceptable.

With regard to the Joint NGO meeting held earlier, the Minister said that it was like 'Buzkashi'. Every body wanted to sell their own ideas - and not accept any ideas from the authorities.

The ACBAR Executive Director stated that considering the funds available for Afghanistan and especially to the education sector, it was critical that efforts are made to focus on where the money could be best used. A very careful selection is required and the shopping lists previously given to agencies were not that useful as there was no possibility that agencies could do much more than scratch at the surface.

To improve communication as indicated by the Minister, the Executive Director said that he would provide the Ministry with a copy of the updated database, so that they can see the type of activities in education being undertaken at present by the agencies all over the country. At the same time, the key agencies, when they visit Kabul, would be requested to make a brief visit to the Ministry to explain and give details of their activities in the country.

Recommendation:
When in Kabul, Directors and senior staff of agencies involved in education activities, should, if possible, make an appointment to meet with the Minister of Education and his staff to keep them updated on their programs.

EDUCATION SUB-COMMITTEE PLAN FOR 1997

a) Coordination:
avoid duplication, overlapping and tension;
exchange ideas on planned activities; and
produce a combined work plan (like 95);

b) Girls education in Afghanistan

c) Curriculum:
discuss with Taliban;
include environmental education;
incorporate mine awareness;
Unify curriculum and package of teaching aids and textbooks for all adult literacy courses;
provide flexibility and allowance for local variations;

d) Teacher Training:
provide mine awareness training for teachers and teaching assistants;
conduct a joint NGO seminar or workshop for teacher trainers who train the teachers that teach student books which do not have teacher guides;
follow the same curriculum and duration in every NGO; make available teachers and their training;
train teachers on diverse educational materials;

e) Awareness:
extend current mine awareness activities in schools;
identify the needs for mine awareness education in schools;
aware on ORA activities ie AIDS/HIV awareness leaflets, drug education materials, etc.;
access for girls to mine awareness training;
disseminate mine awareness information materials

f) Textbooks:
discuss UNO textbooks;
discuss textbooks issues for primary level and secondary level;
make available textbooks;
discuss the issue of textbook printing for Kabul schools

ACBAR
EDUCATION SUB-COMMITTEE
Monday 10 June 1996

By Shafiq Ahmad

The participants

- Ellen van Kalmthout	UNICEF
- Nazifa Aabedi	AIL
- Wali M. Rahimi	UNO/EPA
- Sayed Ibrahim Abdali	UNO/EPA
- Amir Mohammad Ahmadi	SA/SOS/PG. Belgium
- Roza Gul	SCA
- Niaz Ahmad	UNHCR
- Abdul Rahim	ISRA
- Eric van der Lee	IRC/RPA
- Shahidi	IRC
- Azizullah Noor	SERVE
- Nazir Ahmad Mumand	GTZ-COPE
- Taj Mohammad	GTZ-BEFARE
- Shafiq Ahmad	ACBAR

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Dr. Nuristani, the Chairman, went to Jalalabad this morning and asked Ms. Ellen van Kalmthout, the Deputy Chairperson, to preside over the meeting.

I. Approval of the Agenda and minutes of the last meeting

The agenda:
Item IV "Provision of assistance to the Ministry of Education - UNESCO" was dropped from the agenda due to absence of UNESCO.

The Minutes:
The minutes were approved in the absence of any comments. IRC and SCA have not recieved the minutes. The problem, according to ACBAR, might be within the agencies, as often the agencies do not pass the minutes to the right people.

The participants were requested to check with their organizations and inform ACBAR if they do not receive the minutes/agendas in the future.

II. Announcements

ACBAR had a mission to Kabul, Wardak and Kandahar form 18 - 31 May 1996. The participants were briefed on the main issues discussed with the Afghan Minister for Education and questions were answered. A detailed report of the mission has been completed and will be circulated very soon. ***Please find attached part of the report on the meeting with the Minister.***

SCA will probably print textbooks for their own supported schools at the end of 1996 or early 1997. Last year the UNO textbooks were the only acceptable textbooks to the Ministry of Education, but now they introduced another revised textbooks. From the other hand, Taliban are asking for the old textbooks to be used in their areas.

SCA textbooks for distribution reached Ghazni five months ago, but could not be distributed, as Taliban ask for the old textbooks. SCA tried to discuss the issue with the Taliban central authorities in Kandahar, but due to some changes in the Taliban administration, it could not be discussed with the head of education department. However, the issue was raised with the second person in the department, but he was not in a position to make any decision.

IRC will have their textbook distribution soon and does not think they can change anything at this stage.

Considering the importance and urgency of the issue, the Chairperson proposed that a working group be formed from the agencies involved in textbook printing/developing. The Working Group should work out what they want to do and what kind of support they want from the Sub-committee. Last year the Sub-committee put lots of efforts and energy on the issue and was successful.

The Working Group includes IRC, SCA, UNO, and ADA. The Working Group will meet as soon as possible and will report on their activities at the next Education Sub-committee meeting.

IRC briefed the floor on their Training and Educational Services Unit ***(summary sheet is attached).***

IRC requested those printing textbooks for secondary level to approach IRC before printing to make sure no changes have made to the textbooks. Some problems have experienced last year.

IRC handed over a copy of the new educational plan for general education - grade one to twelve - prepared by the Ministry of Education. ***(copy is attached).***

SCA suggested if IRC can seek funding for printing textbooks for secondary level as there is a big demand in different parts of Afghanistan. IRC was pessimistic of getting fund for secondary level textbooks, as they have already discussed the issue over and over and from the other hand IRC's fund for Afghanistan has been decreased.

III. **Feed-back from the Working Group**

Due to unexpected work for some of the members, the Group could not meet on scheduled date. It seems that members are too busy these days, therefore, it was decided that whatever comments have received so far be sent to the Ministry of Education.

SCA had some observations on the documents. It was suggested that SCA send its written comments as soon as possible.

IV. **Provision of assistance to the Ministry of Education - UNESCO**

Due to absence of UNESCO, this item could not be discussed.

VI. **Any other business**

It was brought to the attention of members that Shahadat, a daily by Hezb-i-Islami Afghanistan, has published an article about one of the members of the ACBAR Education Sub-committee. The article has published based on a letter from a person whose name, according to the article, could not be read.

The article, according to the members of the Sub-committee, was totally incorrect and baseless. It was suggested that ACBAR send a letter to Shahadat requesting them not to publish any baseless articles, which will damage the reputation of the daily. The letter to Shahadat should also request that if they receive such letters in the future, they should contact Shafiq Ahmad in ACBAR for confirmation.

THE NEXT EDUCATION MEETING WILL BE HELD ON MONDAY 15 JULY 1996 AT 10:00 AM IN THE ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

ACBAR
EDUCATION SUB-COMMITTEE
Monday 15 July 1996

By Shafiq Ahmad

The participants

- Dr. Y. Nuristani (**Chairman**)	AG BAS-Ed
- Ellen van Kalmthout (**D. Chairperson**)	UNICEF
- Nazifa Aabedi	AIL
- Eng. Abas	PSD
- Wali M. Rahimi	UNO/EPA
- Roza Gul	SCA
- Dr. Mirza Jan	ISRA
- Shahidi	IRC
- Nazir Ahmad Mumand	GTZ-COPE
- Dr. Qazi Mohammad Mubarak	IIRO
- Dr. A. S. Zadran	CARE
- Amouzgar	CoAR
- Eng. Farida Stanikzai	DACAAR
- Maliha Danish	NCA/NRC
- Shukria	HDCAW
- Leela Majid	HDCAW
- N. H. Dupree	ARIC/ACBAR
- Ross Everson	ACBAR
- Shafiq Ahmad	ACBAR

An apology from SERVE

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I. <u>Approval of the Agenda and minutes of the last meeting</u>

The agenda:
The following points were added:

- Education for Afghans in Peshawar - under Announcements;
- Presentation by AIL - under Announcements;
- Establishing contact with the new Afghan Minister for Education - under Any other business; and
- Presentation by Khadijatul Kubara school - under Any other business. Could not be discussed due to lack of time.

The Minutes:
Approved.

II. Announcements

The following announcements were made by ACBAR.

- List of materials needed for the Education printing press was recieved and passed on to UNESCO Islamabad. No further information received from UNESCO.

- Comments on the documents made available by the Ministry of Education at the joint meeting in March were sent to the Ministry of Education with a covering letter from ACBAR.

- Document on Education Planning 1996 for Kabul city was received. Copies could be obtained on request. This survey was conducted by UNICEF, Habitat and UNHCR. 65 schools were identified as priority for distribution of school materials and equipment. Distribution will commence at the beginning of the new term.

- Minutes of the two school meetings in Kabul were recieved and could be provided on request. Mr. Ross Everson, Coordinator ACBAR Kabul Office stated that ACBAR Kabul has now taken over this committee. The committee is mainly concentrating on rehabilitation aspect.

- Mr. Ross Everson further announced that the government had contracted with GAA for repairing 5,000 tables and chairs for Kabul schools.

- The Ministry of Education has recieved Afs. 15,000,000 from the Finance Ministry for textbook printing. These information was obtained form a meeting of Mr. Ross with the Education Minister.

- The Minister of Education has particularly requested for provision of science kits. They have got quotation from India and will make it available to ACBAR Kabul office, which will be then passed on to Peshawar.

- SC-US has started a pilot health education program in Kabul schools.

- ARIC/ACBAR received hundreds of supplementary books from UNESCO.

EDUCATION FOR AFGHANS IN PESHAWAR

A great concern was expressed on some private schools and universities for Afghans in Peshawar. There are more than hundred private schools. Some issues of concern included:

- Unclear educational standards/requirements;
- Many schools offer poor quality education;
- Difficult for Afghan parents to judge the quality of schools;

- Easy admission and promotion of students to higher classes;
- Different textbooks and curriculums;
- Lack of professional teachers;
- Lack of proper equipment;
- Lack of proper entrance examination to universities;
- Lack of sustainability;
- Lack of rules and regulations; and
- Lack of control.

Since ACBAR is not in a position to control these schools and there is no other body to be able to do this job, the following suggestions were made to resolve the issue:

- An article be prepared and published for general awareness of parents;
- A letter be sent to CAR;
- A letter be sent to the Ministry of Education indicating the need for the establishment of a cultural section in Afghan Consulate in Peshawar to keep an eye on these schools and higher educational facilities available for Afghans;
- Rules and regulations be prepared by the Ministry of Education;
- Principals/headmasters be invited to a meeting;
- NGOs, if know the schools, list the qualified ones;
- UNESCO be requested to control, as they have such a mandate;
- Ministry of Education had sent a delegation to Peshawar to assess the situation of private schools - this should be followed up;
- UNHCR be requested to be very cautious while providing funds to the schools;
- Follow up on the list of private schools, prepared by UNO/EPA and now with UNHCR;
- Unqualified teachers should be provided with the necessary training; and
- Ministry of Education issues a circular reminding the owners of the schools of the rules and regulations of the Ministry and their responsibility towards the future of these children.

Further discussions will be held on the issue at the next meeting. The members were requested to think of the issue, so that a good conclusion can be reached at the next meeting.

It was further decided that ACBAR will find out about the status of the private school survey with UNHCR, that a draft awareness raising article be prepared, and that a draft letter be prepared for the Ministry of Education in Kabul to appraise the issue.

III. **<u>Report from the Working Group on textbook issue</u>**
Could not be discussed due to lack of time.

IV. **Overall evaluation of the Education Sub-committee activities**

Could not be discussed either due to lack of time. However, ACBAR was asked to prepare a list of activities undertaken by the Sub-committee and send it with the agenda of the next meeting, so that the members could be better prepared for discussion.

VI. **Any other business**

A) ESTABLISHING CONTACT WITH THE NEW EDUCATION MINISTER

There was a general consensus that contact be established with the new Minister. To this end, the following people were assigned to go to Kabul and meet with the Minister:

- Dr. Y. Nuristani	Chairman
- Ellen van Kalmthout	Deputy Chairperson
- Shahidi	IRC
- Roza Gul	SCA
- Dr. Zadran	CARE
- Prof. Rahimi	UNO
- Nazir Ahmad	BEFARe
- Nancy H. Dupree	ARIC/ACBAR
- Shafiq Ahmad	ACBAR

It was suggested that a letter of congratulation be sent to the new Minister and an appointment be made for the delegation.

UNO informed the floor that they have compiled the data on schools and send it to UNHCR, as they promised to further process the data. Since there was no representative of UNHCR, it was suggested that UNHCR should be requested to brief the floor on the issue at the next meeting. Mr. Niaz Ahmad should be contacted regarding the forms and its outcome.

PRESENTATION BY AIL

Postponed for the next meeting. Attached please find a brief description of the agency for your information. Any questions could be asked at the next meeting.

THE NEXT EDUCATION MEETING WILL BE HELD ON SUNDAY 11 AUGUST 1996 AT 10:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

SPECIAL EDUCATION SUB-COMMITTEE
Tuesday 6 August 1996

By Shafiq Ahmad

<u>Presnet</u>

- N. H. Dupree	ARIC/ACBAR
- Wali M. Rahimi	UNO/EPA
- Amir Mohammad Mansori	SCA
- Pia Karlsson	SCA
- Barbara Peterson	SCA
- Abdul Rahim	ISRA
- Shahidi	IRC
- Taj Mohammad	BEFARe
- Dr. Qazi Mohammad Mubarak	IIRO
- Azizullah Noor	SERVE
- Niekie W.	SERVE
- Shaima	FEP/IRC
- Razia	FEP/IRC
- Shafiq Ahmad	ACBAR

<u>Apology:</u>

- Dr. Nuristani	AG BAS-Ed
- Prof. Moegiadi	UNESCO
- S. B. Ekanayake	UNESCO

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The Chairman, Dr. Nuristani, unexpectedly went to Kunar. He apologized for not being able to attend the meeting. Ms. Nancy H. Dupree presided over the meeting.

Ms. Dupree briefed the participants on a meeting she and Shafiq Ahmad had with the new Education Minister on 25 July in Kabul and the objectives of today's meeting. This Special meeting was called to discuss the arrangements for the meeting of the Education Sub-committee delegation - identified at the last meeting - with the new Afghan Minister for Education in Kabul. An appointment has been made to meet the Minister on Wednesday 14 August 1996 at 9:00 am at the Ministry of Education.

Considering past experiences, the Chairperson strongly suggested that the agenda for this

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meeting must be very simple, concise, short and very unified. It was also emphasized that the agencies must present a unified voice.

After a lengthy discussion, the following decisions were made:

a) All agencies provide Mr. Amir Mohammad Mansori in SCA with a brief one-page activity report. The report should include a short history of the organization and a brief explanation of educational activities. This information must be provided by **Thursday 8 August 1996**, so that Mr. Mansori can combine it in a suitable format.

   At the same time agencies should take two copies of the one-page activity report with translation in Dari with themselves to Kabul.

   ACBAR provide a short list of all issues discussed in previous Sub-committee meetings to be presented to the Minister, ie an historical overview of the work of the Education Sub-committee.

   The agencies were requested to provide Mr. Mansori with the name of contact person and a telephone number, in case there is a need for further information/clarifications.

b) Members will make their own travel arrangements. However, members wishing to travel together, may contact Mr. Amir Mohammad Mansori in SCA to find out what the plans etc. are.

c) The meeting in Kabul wil focus on the following three themes:

   - Introduction
     Each agency will briefly introduce his/her organization's educational activity. The Chairman will introduce the Education Sub-committee and the issues discussed so far.

   - Ministry's expectations from the agencies

   - Cooperation and coordination
     To see how cooperation and coordination can be encouraged to meet expectation of the Ministry by fulfilling the complimentary implementation of agency capabilities with Ministry expectation.

IMPORTANT:
It was also decided that agencies should meet before visiting the Minister. It was agreed that the members should come to ACBAR Kabul Office at 8:00 am for a meeting to work out a unified presentation for the meeting. Efforts will be made to postpone the meeting for 10:00 am at the same day, so that enough time can be given for members to first discuss these issue between themselves.

ACBAR
EDUCATION SUB-COMMITTEE

Minutes of the meeting with the Afghan Minister for Education

The meeting was held on Wednesday 14 August at 10:00 am in the Ministry of Education in Kabul with Minister Ahmad Shah Ahmadzai in the chair.

This meeting was aimed at introducing the ACBAR Education Sub-committee and the agencies involved in the education sector for Afghans to the newly appointed Minister and encourage joint efforts to resolve educational problems.

The Chairman ACBAR Education Sub-committee, Dr. Yusuf Nuristani, on behalf of the Sub-committee, congratulated the Minister on his new assignment and wished him every success in resolving the educational problems in Afghanistan. He informed the new Minister that there had been a good link with his predecessor and hoped that this link would be further enhanced.

The Chairman then introduced the delegation from Peshawar and briefed the Minister on the issues, discussed in the Education Sub-committee since its reactivation in August 1994. A list of activities undertaken by the Sub-committee was handed over to the Minister.

The Chairman also briefed the Minister on educational activities of NGOs for 1996 in Afghanistan. A sheet "Summary of NGOs education (schools) activities inside Afghanistan in 1996" was also handed over to the Minister (**copy is attached**). The Sheet had been prepared by Ammir Mohammad Mansoori of SCA based on information provided by the agencies.

Agencies also handed over a one-page brief introduction of their educational activities to the Minister.

* * * * * * * *

Welcoming the delegation, the Minister very strongly requested the agencies to move their head offices to Kabul, as they are supposed to work for Afghanistan. The Minister maintained that this is the demand of the President and the Cabinet. This request was strongly supported by the Advisor to the President, Mr. Mir A. Fatah Siddiq. Afghans were requested to move, if the foreigners can not come.

The Minister listed the problems as follows:

- Rehabilitation of school buildings. Most school buildings in Kabul do not have windows. This has forced the Ministry to start the schools two months late and close them one and half months early because of the weather. This reduces the academic year from nine to almost five months. If the situation continues, how would we be able to improve education standards in the country;

g) Education for refugees:
discuss private schooling and higher education in Peshawar;
make available schools in Afghanistan and in the camps;
complete independent school survey (need assessment) for seeking funding sources;
forme a board or council for independent schools

h) Supplementary education materials

i) Others:
discuss language and skill training;
build capacity for institutions;
consider education of minority groups who do not speak Pashto or Dari as their mother tongue;
discuss teachers salary;
discuss non-formal education: male and female

- Chairs and even tarpaulins are not available. Students are sitting in damp rooms, which causes Rheumatism. Agencies' staff are using modern vehicles and air- conditioners and receiving high salaries. "We would like to see your work physically. We do not need your reports; give them to your donors" the Minister continued. Provision of chairs could be done by each agency, as the number is not too high. If we had the money, we would have never asked you;

- There is no computer. The Ministry staff does not even know what a computer is?;

- Lack of laboratories. If not possible for each school, few schools should be provided with this facility. We are ready to provide transportation to students of other schools to come for practical work to the schools with laboratories; and

- Incentives should be given to the teachers. The Ministry had requested an increase of 15% in teacher salaries they may be compared to other government employees. This was accepted. Cash assistance should be provided to the teachers, so that qualified people can be encouraged to come forward.

The Minister requested any possible assistance no matter how big or small it might be.

The Minister informed the floor that they are going to launch an "Education Revolution" in the coming winter. A total of 1,105 teachers will receive training for three months. Qualifications of teachers in the districts and the provinces is very low. The whole Kabul University campus will be allocated for this purpose. At this stage, only teachers of Kabul province will be considered. If agencies are interested, teachers of other provinces could also be considered.

<u>This issue should be discussed at the Education Sub-committee, the Minister requested.</u>

It was also brought to the attention of the delegation by the Minister that he has reactivated the previous educational system in the country, as the system was destroyed by the Russians. We would now like to see the international community come forward and help us, as they did in the past. He asked Afghans working with international organizations to pass on this message and encourage them to assist the Ministry of Education.

While reiterating his request for the movement of the agency head offices to Kabul, the Advisor to the President stated that the Ministry needs your comments/suggestions; your participation in its meetings/seminars; and your expertise. These will easily be possible with the presence of agencies in Kabul. Communication to Peshawar takes long time, the Advisor said.

Talking on the advantages of the movement, the Advisor said that if a Chowkidar is hired in Kabul this would mean support to a poor family. He called on Afghans to shift to Kabul, so that expatriates working for NGOs can be encouraged.

* * * * * * * *

In principle, the delegation from Peshawar agreed with the comments/suggestions made by the Ministry. The delegation assured the Minster of their interest to come to Kabul. Some of the constraints and difficulties preventing the movement were brought to the attention of the Ministry. The main constraints included:

- Lack of security. The recent vehicle hijacking between Kabul and Sarobi was mentioned to the Minister;

- Lack of banking facilities in Kabul; and

- Lack of an international communication system; i.e. telephone, fax, and dependable postal services, etc..

With regard to the banking facilities it was said that accounts for local and foreign currencies can now be opened in Kabul. A satellite with 120 channels will soon be installed to solve international communication problems.

The delegation was also briefed on the positive outcome of a visit by a high level government delegation to Islamabad. It was also said that Aryana Airline will soon resume its flights to Peshawar. Electricity will come to Kabul by the end of 'Sunbola' - the sixth Afghan calendar month.

SCA suggested the Minister give them samples of the revised completed textbooks, so that everyone can use a unified set of textbooks.

The Minster requested the agencies to send him a list of their activities for all over the country.

ACBAR handed over a copy of the database to the Minster. The Minister was informed that all projects (completed, ongoing, planned, etc.) are listed in the Database.

Dr. Nuristani thanked the Minister for meeting the delegation and hoped that both the Ministry of Education and the agencies can jointly work to resolve these problems. It was also hoped that new developments will help encourage agencies to move inside the country.

He informed the Minster that Afghans are enthusiastically waiting for a suitable opportunity to move in. Based on a comment by the Minister, the Chairman said that agencies have built very nice school buildings which could be visited at anytime.

The Minster was clearly told by the Chairman that the Ministry should properly develop proposals for their needs and promised to provide technical assistance to the Ministry staff in proposal writing. It was promised that different proposal formats, together with names of different donors, will be sent to the Ministry of Education.

It was suggested that an agency could train the staff of the Planning Department of the Ministry in proposal writing. <u>This issue should also be discussed at the Education Sub-committee meeting.</u>

The participants:

<u>a)</u> <u>Ministry Representatives:</u>

- Eng. Ahmad Shah Ahmadzai	Minister of Education
- Mir A. Fatah Siddiq	Advisor to the President
- Mahmudul Hassan Jahid	Deputy Minister
- Mohd Latif Rasooli	Education Radio/T.V. Dep.
- Mohd Ishaq Niazmand	National Commission, UNESCO
- Abdul Shukur Hamidi	Compilation & Translation Dep.
- Abdul Malik Bakhtiar	Educational Radio/T.V. Dep.
- Hamidullah Khatam	Planning Dept.

<u>b)</u> <u>Agencies Representatives:</u>

- Dr. Nuristani	AG BAS-Ed
- Abdul Rahim	ISRA
- Mohd Hashim Shahidi	IRC
- Dr. Gh. Dastgir Hazrati	GTZ/BEFARe
- Amir Mohd Mansoori	SCA
- Sultan Aziz Sultani	UNO/EPA
- Taj Mohd	BEFARe
- Dr. Zadran	CARE
- Dr. Hidayat	SERVE
- Nancy H. Dupree	ARIC/ACBAR
- Bilquis	ACBAR/KABUL
- Shafiq Ahmad	ACBAR

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 15 September 1996

By Karim Rahimi

<u>**The participants**</u>

- Dr. Y. Nuristani (**Chairman**)	AG BAS-Ed
- Ellen van Kalmthout (**D. Chairperson**)	UNICEF
- Eng. Nazifa Aabedi	AIL
- Wali M. Rahimi	UNO/EPA
- Roza Gul	SCA
- Dr. S. B. Ekanayake	UNESCO
- Abdul Rahim	ISRA
- Shahidi	IRC
- Taj Mohammad	GTZ-COPE
- Dr. A. S. Zadran	CARE
- Amir M. Ahmadi	SAB
- Alef Shah Zadran	CARE
- Khorshid Noori	NAC
- Oddvin Forbord	NAC
- A. Ahad Aziz	SC-US
- Nafisa	FETT
- S. Mariam	FETT
- Pia Karlsson	SCA
- Dr. Sayed Rahim	OMAR
- Dr. Wror	Observer
- N. H. Dupree	ARIC/ACBAR
- Shafiq Ahmad	ACBAR
- M. Karim Rahimi	ACBAR

An apology from UNOCHA-Mine Clearance Programme

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I. <u>**Approval of the Agenda and minutes of the last meeting**</u>

The agenda and minutes of the last meeting were approved.

II. <u>**Announcements**</u>

Nancy Dupree - announced that ACBAR/ARIC has launched a pilot mobile library programme which is called ARIC Box Library Extension (ABLE). The mobile box library contains 200 titles in Pushtu & Dari languages on all subjects and will be carried to districts and provinces inside Afghanistan. The programme has 14 NGO and UN agencies partners. Interested agencies were suggested to contact the Field Officer, Mohammad Rafi, in ARIC/ACBAR, for further information in this regard.

SCA announced that it has printed the TEACHERS' MANUAL (Pushtu version) which is a very useful guide for teachers. About 600 copies were printed and most of them were sent to SCA supported schools inside Afghanistan. SCA has also printed another book "MASHAL" written by Habibullah Rafi. A number of old and historical Afghan tales/stories is written in poem, very interesting and useful for children.

SOS-PG is in the process of reactivating its Teachers Training Programme in Laghman. The programme was suspended due to some problems in the past.

III. <u>Possibilities of helping teacher training program of the Ministry of Education</u>

The Chairman, Dr. Nuristani, said the Education Minister in a special meeting with NGOs in Kabul mentioned that a Teachers Training programme would be conducted for 1105 teachers in Kabul. The Minister asked NGOs to join hands with the ministry and assist in this regard.

The Minister was assured that NGOs are ready to contribute if the ministry provides them necessary information or a detailed plan.

The Chairman suggested the floor discuss the matter and come to a useful conclusion.

UNO - Training of such a big number of teachers under current situation is not an easy task. Providing accommodation facilities for trainers and heating the classrooms in cold winter of Kabul need to be considered. The ministry should prepare a detailed plan or list of minimum needs and specify which kind of training is needed - training in contents or in methodology. Information about the level of education of teachers is also needed.

SCA - We have two Teacher Training Centers (in Jalalabad and Ghazni) and conduct 2 months regular teachers training programme. In each center 60 teachers receive training in one session. It would be easier if the teachers from Kabul go to the mentioned centers because it is difficult to shift training centers to Kabul. SCA will provide accommodation for the trainees in its centers.

Chairman - It is not necessary to shift training centers to Kabul, but it is possible to send trainers with some necessary materials there to conduct the programme.

CARE - The ministry should provide us enough information about the type of training (contents or methodology) and type of books i.e. IRC, GTZ, etc.. NGOs should also be specific and clearly promise what they can do.

SOS-PG (SAB) - We are ready to send our Teachers Trainers to Kabul as we have 4 mobile teams (including one female trainers team). Each mobile team can train 40 teachers in one session. But if, the situation in Kabul was not suitable, the programme could be conducted in Jalalabad. The teams have enough materials on general methodology and other aspects of teaching.

BEFARe - It would be better if the ministry divide the trainees into two groups and prepare sperate lists of primary as well as secondary level teachers. This enables the NGOs to make better planning and decide which category suits them well. It is also possible if ACBAR invite a team of trainers from the ministry to Peshawar and the education sub-committee discuss the training plan with them.

NAC - Lack of a unified curriculum in Afghanistan has made the teachers training a difficult task. The ministry should try its best to introduce a unified curriculum in Afghanistan.

Chairman - The ministry has unified curriculum for class 1 to 3, but the books are not printed yet. At present, the available books - though from different curriculums - should be used until the preparation of a unified curriculum by the ministry in future.

IRC - It is necessary to receive the required information from the ministry about the type duration, and level of training. It should also be cleared that which kind of facilities can the ministry provide to the trainers.

SCA - The floor should prepare a list of required information and send it to the ministry through ACBAR.

Nancy/ARIC - Conducting training for such a big number of (1105) teachers seems to be unrealistic. The offer of support should be modest and more clarification is needed from the Ministry of Education. The ministry should provide accommodation facilities for trainers and NGOs could provide such items as stationary to trainees.

UNICEF - NGOs should have a modest offer of support and the ministry should be asked to provide information.

Conclusion:
The floor agreed on the following points:

* The Ministry of Education, through a letter, should be asked to provide detailed information about the teachers training programme.

* Roza Gul from SCA and Rahimi were asigned to prepare list of required information.

* The NGOs offer for support should be modest and realistic.

IV. <u>Training of the Ministry staff in proposal writing</u>

At the special meeting the Minister of Education was clearly told that the Ministry should properly develop proposals for their needs. In this respect, NGOs propsed to train staff of the ministry in proposal writing if the Ministry agrees.

Mr. Shahidi, from IRC said that he promised at the special meeting, that he would discussed the matter with his director. As conducting such a programme is expensive, IRC is ready to furnish scholarship for upto 6 persons.

The Chairman said that IRC/RAP conducts such training classes, but they charge Rs.200/day per trainee. He promised to contact the director of IRC/RAP and discuss the matter with him.

It was emphasized that the ministry should introduce those staff who are University graduates and have knowledge of English language.

Different proposal formats:
As it was agreed in the special meeting, the floor was requested to send copy of their proposals to ACBAR to be sent to the Ministry.

A number of agencies promised to send copies of different proposal formats to ACBAR. It was suggested that ACBAR/ARIC has also some useful materials and guidelines on proposal writing. Copies of these materials should also be sent to the Ministry.

List of donors for education sector with their addresses:
Agencies were requested to send list of donors for education sector with their addresses to ACBAR. It was also suggested that ACBAR from its list of donor agencies should identify those which support education programms.

V. Any other business

The Chairman introduced Dr. S. B. Ekanayake, representative of UNESCO, and asked him to brief the floor on UNESCO's activities.

Dr. Ekanayake thanked the Chairman and said that UNESCO in collaboration with GTZ and other UN agencies plans to conduct **Conference for a Comprehensive Plan and Mobilising of Resources for Education** in Peshawar, in November.

(Please see the attached sheets for further information about the seminar)

UNESCO had discussed the issue of Teacher's Educators with the Minister of Education in Kabul and local authorities in Herat and Mazar-i-Sharif. The package would be further discussed with the NGOs. The Teacher's Educator materials is prepared in form of a book. UNESCO with the cooperation of GTZ has also prepared Management of Primary Schools Under Stress (MOPSUS).

Another book for students which is called Workbook is under process and will be distributed very soon.

UNESCO has established a Task-force in Paris. The Task-force will take up the issue of Education Development in Afghanistan in its next meeting.

OMAR wanted to discuss the issue of Mobilizing the Mine Awareness Programme in the curriculum. It was agreed that the matter should be discussed at the next meeting.

THE NEXT EDUCATION MEETING WILL BE HELD ON MONDAY 14 OCTOBER, 1996 AT 10:00 am, IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

ACBAR
EDUCATION SUB-COMMITTEE
Monday 14 October 1996

By Shafiq Ahmad

The participants

- Ellen van Kalmthout (**D. Chairperson**)	UNICEF
- Amir M. Ahmadi	S.A. Belgium
- Waheeda Farouk	BEFARe
- Nazir Ahmad Mumand	BEFARe
- Dr. Esmatullah	NAC
- Abdul Rahim	ISRA
- Roza Gul	SCA
- Eric Van Der Lee	IRC
- Shahidi	IRC
- Moh. Siddiq Salleh	NCA/NRC
- Azizullah Noor	SERVE
- Shirazuddin Siddigui	BBC AED
- Mohammad Suleman	ADA
- Magnus Aberg	SCA
- Dr. Wror	Observer
- Sayed Ibrahim Abdali	UNO/EPA
- Ingo Guhr	UNICEF
- Chin Chin	IRC/FEP
- Andrew Wilder	SC/US
- Keith D. Eesle	SC/US
- Angela Kearnay	SCF/UK
- Mette Safie Eliseussen	SC/US
- N.H Dupree	ARIC/ACBAR
- Eng. Dastageer	HCI
- Shafiq Ahmad	ACBAR

* *

Ms. Ellen van Kalmthout of UNICEF, the Deputy Chairperson, presided over the meeting in the absence of Dr. Nuristan, the Chairman, who apologized for not being able to attend the meeting due to a severe cold.

While explaining the objectives of the meeting, Ms. Ellen van Kalmthout stated that the recent developments in Afghanistan have had grave implications for the education sector. Education as well as many other NGO programs have been affected by the recent changes.

This meeting had, therefore, been called to discuss how different agencies plan to deal with the situation, and see if the ACBAR Education Sub-committee can come out with a general statement of concern specially about recent developments in education.

The Chairperson then opened the floor for discussion. The main concern of the participants, given the recent developments, was female education/employment and curriculum. The Taliban after taking over Kabul announced that women should stay home and all girls schools in Kabul and Jalalabad were closed down. Boys' education was also severely affected due to the fact that most of the teachers in these schools were female.

1) This was already the case in Kandahar and Herat. However, now that the Taliban are in Kabul, this makes it official policy. A unified response from agencies is therefore needed.

There was a general consensus that dialogue with the Taliban authorities should be continued; agencies should not adopt a confrontational stand; but keep pressure on the authorities to moderate their position.

Some participants, however, were pessimistic of the effectiveness of dialogue with the Taliban taking account of the unchanged situation in Kandahar, Herat and other provinces after some two years.

2) It was noted that opinions among Taliban differ, and that on some issues it is possible to discuss changes with the Taliban over time. The issue of girls' education is however very controversial, and participants felt the Taliban would not compromise. If they would, they would face disputes within their own ranks which they cannot afford.

3) Various agencies also noted that it is possible to find creative solutions around problems. Other agencies responded by saying that creative alternatives should not be token alternatives. Finally, the attached statement was agreed upon - based on a majority vote.

It was agreed that the agencies should discuss the strategy suggestions to fulfill the identified objectives within their own organizations and come to the next meeting to discuss how to give a practical shape to this strategy.

It was also suggested that these objectives should be presented to the ACBAR Steering Committee with a suggestion that other ACBAR sub-committees, i.e. health, agriculture, etc. should also prepare a similar statement.

Other Coordination bodies - ANCB and ICC, should also be encouraged to prepare similar statements.

4) The attached statement is a draft statement, to be finalized in a following ACBAR Education-Sub-Committee meeting. It was agreed by the meeting that the statement in draft form will be submitted to ACBAR as a suggested ACBAR statement on education, and be used as such in other ACBAR meetings.

IMPORTANT:

Members of the Education Sub-committee are kindly requested to attend the next meeting, which will take place on Tuesday 29 October 1996 at 10:00 am in the ACBAR Conference Room. No further reminder/agenda will be circulated. The meeting will mainly focus on finding best ways and means to implement the above identified objectives.



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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

STATEMENT OF THE ACBAR EDUCATION SUB-COMMITTEE
Peshawar 14 October 1996

PREAMBLE:

Noting the adverse effect on the education sector caused by recent official directives closing educational facilities for girls and prohibiting female teachers from attending classes;

noting that the restrictions on female professionals in education. also limits educational opportunities for males as a large majority of teachers are female;

noting that the authorities have suggested severe curtailment of the curriculum for girls;

noting that international support for the education sector may be adversely affected if the current situation continues;

the ACBAR Education sub committee, on 14 October 1996, determined by majority vote that there is an urgent need

- to address these issues clearly and practically within the framework of basic objectives and realistic strategies, and
- to seek positive resolutions of problems as soon as possible, ideally by the commencement of the next school year according to regional schedules.

<u>BASIC OBJECTIVES:</u>

i) Afford women and girls the right to access education services;

ii) Assure the right of women and girls to study the same curriculum as men and boys; and

ii) Promote the right of women and men to undertake chosen employment outside the home so as to enhance community welfare.

<u>STRATEGIES:</u>

i) Initiate positive dialogue on all levels - national and international;

ii) Seek culturally appropriate approaches to achieve these objectives; and

iii) Continue meetings of the Education Sub-Committee and with individual agencies to devise practical strategies.

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ACBAR
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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Monday 31 March 1997

The participants

- Dr. Nuristani (**Chairman**)	AG BAS-Ed.
- A. Qayeum Karim	BBC AED Project
- Dr. M. Rahim Elham	GTZ-BEFARe
- Dr. Frahmand	GTZ/NSP
- S. Gawhari	GTZ/NSP
- Eng. Abas	PSD
- Amir Mohammad Ahmadi	S. A. Belgium
- Abdul Rahim	ISRA
- Dr. Zadran	CARE
- Faqir Mohammad	SERVE
- Hawa Majid	SCA
- Nazifa Aabdi	AIL
- M. Roz Khan	AABRAR
- Mohammad Suleman	ADA
- Dr. Gul Jan Wardak	Observer
- M. Daud Parsons	ORA
- Sayed Ibrahim Abdali	UNO/EPA
- Shafiq Ahmad	ACBAR

Apology:

- Eric van der Lee	IRC

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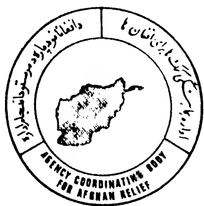
i. Approval of the agenda and minutes of the last meeting

a) The agenda:
Approved.

b) The minutes:
Were approved in the absence of any comments.

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Sunday 10 November 1996

By Shafiq Ahmad

The participants

- Dr. Nuristani (**Chairman**)	AG BAS-Ed.
- Amir M. Ahmadi	S.A. Belgium
- Abdul Rahim	ISRA
- Haji Omara Khan	AABRAR
- Abdul Ahad Aziz	SC-US
- Oddrin Forbord	NAC
- Toc Dunlap	Creating Hope International
- Nazifa Aabedi	AIL
- Shahidi	IRC
- Azizullah Noor	SERVE
- Mohammad Suleman	ADA
- Sayed Ibrahim Abdali	UNO/EPA
- Angela Kearnay	SCF/UK
- N.H. Dupree	ARIC/ACBAR
- Shafiq Ahmad	ACBAR

Ms. Ellen van Kalmthout of UNICEF, the Deputy Chairperson of the Education Sub-committee, apologized for not being able to attend the meeting due to urgent work in her office.

* *

This meeting was called to discuss the "Statement of the ACBAR Education Sub-committee". The Statement was prepared at the last Education Sub-committee meeting held on 14 October 1996 and circulated to members, so that they might discuss it within their own organizations.

The Chairman went through each paragraph of the statement and asked the participants for comments. Some nominal changes/additions were proposed and agreed upon by the members - **the revised Statement is attached**.

After lengthy discussions, there was a general consensus that the Statement, with a covering letter, be presented to the ACBAR Steering Committee. It was also recommended that the Steering Committee seriously consider whether it will be beneficial to request other sectorial and regional committees to prepare similar statements. But, above all, the Sub-committee urges Steering Committee to take

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immediate action and Mr. Ahmadi offered to convey the sense of urgency expressed by the Sub-committee.

Taking account of the urgency of the issue, the members requested the Steering Committee to consider this issue on an urgent basis and Mr. Ahmadi was asked to urge the Steering Committee to take immediate action. Ms. Nancy H. Dupree was requested to speak on behalf of the Sub-committee, in case there is a need for further clarifications.

AABRAR announced that they are going to conduct a bicycle race by disabled persons in Jalalabad on 3 December 1996 to mark the International day of the Disabled. The participants were invited to participate. Invitations will be sent to members of the Education Sub-committee later.

S. A. Belgium announced that they have completed a book "Multi Grade Teaching Materials".

ADA announced that they wish to print textbooks for grades one to six - total 55 subjects. IRC printing press has been closed down and UNO asks for Rs. 130,000 for calligraphy costs of the revised textbooks. ADA cannot afford the cost individually and, therefore, requested other organizations who need to print textbooks to come forward and share the cost.

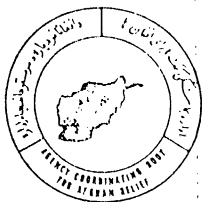
ADA also requested once the money is paid, the butter papers should be made available to anyone printing the textbooks without further charges. It was proposed that the butter papers should be kept in ACBAR, so that every organization can have an easy access to them.

Finally it was agreed that:

> Organizations wishing to print textbooks should discuss this issue with Prof. W. M. Rahimi. A **written** document **clearly** stating terms under which NGOs may utilize the UNO revised textbooks **must** be prepared.

A meeting of these agencies with UNO was scheduled for Wednesday 20 November 1996 at 2:00 pm in UNO office.

<u>THE NEXT EDUCATION SUB-COMMITTEE WILL TAKE PLACE ON SUNDAY 8 DECEMBER 1996 AT 10:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.</u>



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Sunday 10 ~~November~~ December 1996

By Shafiq Ahmad

The participants

- Dr. Nuristani (Chairman)	AG BAS-Ed.
- Eric van der Lee	IRC
- Shahidi	IRC
- Nazifa Aabedi	AIL
- Humayun Taj	ARCC
- Sayed Ahmad Shah	NPO/RRAA
- A. Qayeum Karim	BBC AED Project
- Roza Gul	SCA
- Mohammad Suleman	ADA
- Farida	WCSP
- Qudsia	HDCAW
- Noorzia	CoAR
- Khorshid Noori	NAC
- Mahbuba	AMRAN
- N.H. Dupree	ARIC/ACBAR
- Shafiq Ahmad	ACBAR

An apology form Dr. S. B. Ekanayake, UNESCO

* * * * * * * * * * * * *

Four new agencies - ARCC, WCSP., HDCAW and AMRAN - attended the meeting. Based on a request, they briefed the floor on their educational activities.

I. Approval of the agenda and minutes of the last meeting

a) The agenda was approved.

b) The minutes:
It was reported by S. A. Belgium at the last meeting that they have completed a book "Multi Grade Teaching Materials".

UNESCO, through a letter, requested an addition of the following statement to that paragraph: "These materials were developed in collaboration with UNESCO and UNESCO provided technical support and funds to S. A. Belgium".

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II. Announcements

ACBAR reported that the Steering Committee discussed the Statement of the Education Sub-committee. The Steering Committee agreed that this was an important issue in all of Afghanistan and that guidelines are needed for all members to follow.

They supported continued dialogue with the Taliban authorities and suggested that the question of girls education is raised at all meetings inside Afghanistan.

The Steering Committee will send a letter to the Education Sub-committee.

ACBAR was asked to request other ACBAR sub-committees to come up with similar statements.

AG BAS-Ed. announced that they are going to host, tentatively in March, a one-week workshop on curriculum writing. The Workshop will be organized with the support from UNESCO. The aim of the workshop is not to write curriculum, but to familiarize the participants with methods and important steps and elements of curriculum writing.

Approximately 30 educationalists, 5 persons from education department in Afghanistan and 25 professionals from agencies involved in the education sector will be invited to the workshop. AG BAS-Ed. requested the key agencies to introduce two professionals each to the workshop. AG BAS-Ed. will provide accommodation to those coming from Afghanistan, but the daily service allowance of the staff should be covered through their agencies.

Prof. Moegiadi, head of UNESCO, will be the resource person. Other key participants will include Dr. S. B. Ekanayake from UNESCO and Prof. Rahimi from UNO.

Some suggestions were made by the members, they were:

- some professionals be invited from schools in Peshawar;
- a person from AITM be invited, as they are doing training for others;
- all materials from the agencies should be pulled out, which will be very useful for discussions;
- agencies be notified a month in advance of the exact date, so that they will be able to bring their professionals if they are not in Peshawar; and
- the date should be before the beginning of the schools, as most of the people will be busy.

III. **Textbook printing issue - ADA**
ADA reported that a meeting was scheduled for 20 November to discuss this issue with UNO. The meeting did not work and all negotiations failed.

ADA had offered to pay the calligraphy cost of the textbooks, provided the butter papers are given to ACBAR, so that every interested organization can have an easy access to them. This was refused by UNO.

Since the negotiation did not work, the members agreed to find other alternatives in order to make available the textbooks for the children in Afghanistan, who desperately need the textbooks.

IV. **Evaluation of the Education Sub-committee and new plans for 1997**
Due to lack of time, this issue could not be discussed in detail.

It was requested that every agency should think about it and at the same ACBAR was requested to send a list of all issues discussed at the Sub-committee meetings to the members for their information.

For new plans in 1997, the following issues were identified to be discussed:

- Market basket survey;
- Teacher training database; and
- Activity reports.

For activity report, it was suggested that a standard form be developed.

ACBAR will develop a format for activity report and a questionnaire for evaluation of the Sub-committee. These will be circulated with the agenda for the next meeting.

VI. **Any other business**
A request for assistance to a language center for orphans was circulated to the participants. Please find attached a copy of the request.

The Education Sub-committee collected information on private schools for refugees in Peshawar. It was suggested that the collected information be obtained from UNO/EPA and be discussed at the next Sub-committee meeting.

THE NEXT EDUCATION SUB-COMMITTEE WILL TAKE PLACE ON SUNDAY 19 JANUARY 1997 AT 10:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

TO WHOM IT MAY CONCERNED

Dear Sir:

You might be aware of that, large number of the Afghan's children lost their parents and became orphans during sixteen years of war in Afghanistan.

They also remained destitute and hopeless, therefore they need humanitarian assistance in all fields specially in field of educations.

To help these needy people I have established a center for teaching languages (English and Arabic) to the youngesters from the Age of six up to 14 years and all the poor girls and boys of the family can get admission in this course.

At the moment in this center more than 250 students are being registered free without paying their tuition. They are supervised by six females teachers and the program has been organinsed and directed by myself as a director .

As it is clear that here are large number of courses for Afghan refugees in peshawar who can afford to pay the fee for Admission , and its very difficult for the orphans and poor family to get admission in those courses .

We heatedly request the volunteer NGO's to extend their helping hands by assisting us in issuing the salary of the teachers for further development of the program after required consideration and enquiry .

Thanking you in advance for cooperation,

Yours Sincerely

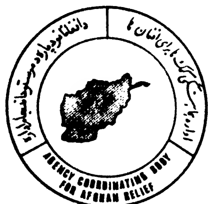
Haji Mohammad Gul Siddiqi
Director of Ariya Center for
Afghans Orphans and Poor Children.

5/12/1996

Address:

Takal-payan - Sultana, Raizia School.
near-to National-Bank-

55.



EXTRAORDINARY EDUCATION SUB-COMMITTEE MEETING
Monday 16 December 1996

The participants

- Dr. Nuristani (**Chairman**)	AG BAS-Ed.
- Joop Hendrikx	IRC
- Chin Chin	IRC
- Roza Gul	SCA
- Mohammad Suleman	ADA
- M. Roz Khan	AABRAR
- Prof. W. M. Rahimi	UNO/EPA
- M. N. Sediqui	UNO/EPA
- Shafiq Ahmad	ACBAR

This meeting was called to exclusively discuses the issue of textbooks printing.

The Chairman briefed the floor on discussions held on the issue in previous Education Sub-committee meetings and problems currently faced by the agencies.

The Chairman informed the floor that the meetings between agencies wishing to print UNO/EPA textbooks did not come to a satisfactory conclusion, therefore, he called this special meeting to resolve this issue.

Prof. Rahimi appologized for not being able to attend the last Education Sub-committee meeting, due to a misunderstanding on the date of the meeting.

The Chairman then opened the floor for discussion. After going trough all the problems experienced by the agencies, it was finally decided that:

i) For long term

All the cost involved for making the textbooks ready for printing ie calligraphy, etc. should be covered by UNO/EPA, as this seemed to be the most complicated issue and has delayed the printing process for long time. UNO/EPA should come up with a reasonable charge per book to cover all the cost involved. To this end,

2 Rehman Baba Road,
University Town,
Peshawar.
Tel : 092 - 521 - 40839 / 44392
45347 / 45316

Postal Address
Univ. P.O. Box: 1084
University Town
Peshawar, NWFP., Pakistan
Fax : 092 - 521 - 840471

UNO/EPA was requested to calculate its running cost keeping in view the difficult financial situation of the agencies involved in the education sector and ask for minimum charging per textbook. UNO/EPA was also asked to present the members, in written, with the charging policy as soon as possible. As soon as the policy is introduced a special meeting will be called to finalize the issue.

Since ACBAR has taken over IRC Printing Press, it was suggested that ACBAR, a member of the Education Sub-committee and UNO/EPA should together make a clear policy for the future.

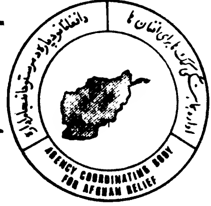
ii) For the time being

Textbooks for grade one to three are available for printing; and

Textbooks for grade four to six can be made available upon the return of the butter papers of grade one to three. Textbooks of both languages - Dari and Pushtu -for grade four to six with an exception to Tajwid subject are ready for printing.

The above mentioned decisions were agreed upon by both parities, UNO/EPA and the agencies present at the meeting.

The agencies present at the meeting expressed their willingness to extend possible support to UNO/EPA, provided the calculation of charging is done on the basis of their basic needs and financial situation of the concerned agencies.



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

To: ACBAR Steering Committee

From: Education Sub-committee

Date: 13 November 1996

Re: Education Sub-committee Statement

The recent developments in Afghanistan have generated a great concern among agencies involved in the education sector. After the Taliban took over Kabul, a number of official directives were issued. One of the directives ordered females to stay home and that all educational facilities for girls be closed.

This directive not only affected girl's education, but also limited boy's education due to the fact that most of the teachers in boy's schools are females.

To note the concern of the agencies, the Education Sub-committee in its meeting of 14 October 1996 drafted a Statement and circulated it to members for consideration and discussion within their own organizations. The Statement was further discussed in the November meeting and some changes/additions were proposed and agreed upon - the revised Statement is attached.

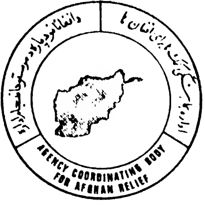
Given the fact that the Sub-committee is not in a position to adopt such a Statement officially, it was suggested that the Statement be presented to the ACBAR Steering Committee for further action. It is requested, taking account of the urgency of the issue, that the Steering Committee act upon this issue immediately. **(For your more information, minutes of the meeting are attached)**

Should further clarification be required please contact Ms. Nancy H. Dupree, who has been requested by the members to speak on behalf of the Sub-committee.

Thank you in advance for your early attention to this matter.

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Tel : 092 - 521 - 40839 / 44392
45347 / 45316

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Peshawar, NWFP., Pakistan
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ACBAR

ای سی بی ای آر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

STATEMENT OF THE ACBAR EDUCATION SUB-COMMITTEE
Peshawar 10 November 1996

PREAMBLE:

Noting that the authorities have proclaimed that in Islam education is compulsory for all, men and women;

noting the adverse effect on the education sector caused by recent official directives closing educational facilities for girls and prohibiting female teachers from attending classes;

noting that the restrictions on female professionals in education also limits educational opportunities for males as a large majority of teachers are female;

noting that the authorities have suggested severe curtailment of the curriculum for girls;

noting that international support for the education sector may be adversely affected if the current situation continues;

the ACBAR Education sub committee, on 10 November 1996, determined by majority vote that there is an urgent need

- to address these issues clearly and practically within the framework of basic objectives and realistic strategies, and
- to seek positive resolutions of problems as soon as possible, ideally by the commencement of the next school year according to regional schedules.

BASIC OBJECTIVES:

i) Afford women and girls the right to access education services;

ii) Assure the right of women and girls to study the same curriculum as men and boys; and

iii) Promote the right of women and men to undertake employment outside the home so as to enhance community welfare.

STRATEGIES:

i) Initiate positive dialogue to promote quality education at all levels - regional and national;

ii) Seek culturally appropriate approaches to achieve these objectives;

iii) Provide balanced information on the complexities within the education sector to NGOs, the UN, and donors; and

iv) Continue meetings of the Education Sub-Committee and with individual agencies to devise practical strategies.

ii. **Discussion on evaluation of the Education Sub-committee**
The members were briefed on the Working Group meeting Re: Evaluation of the Education Sub-committee. The minutes of the Working Group meeting held on 9 March 1997 had already been circulated to the members.

It was suggested that 'Lack of participation' in page two of the minutes should be changed to 'irregular participation', as the agencies mostly attended the meetings.

The members stressed on UN participation. Absence of UNHCR representative was particularly highlighted. Since Mr. Jon Rothenberg left Peshawar, UNHCR had not been represented. Other UN agencies who should attend the meetings included UNESCO, UNICEF, and UNDP. UNESCO and UNICEF sometimes attend the meetings.

It was stated that some of the decisions of the Education Sub-committee have not been followed up by some members. To this end, it was suggested that a 'follow-up' item should be added in the plan for 1997.

iii. **Sub-committee plans for 1997**
In previous meetings the members were suggested to send a list of issues they would like to be included in the plan for 1997. The issues suggested by the members were listed under the relevant topics and were submitted to the members for their comments.

The members went through all the points and added few more items. The issues were also prioritized based on their importance. Please find attached a copy of the final plan.

Taking the new plan into consideration, it was suggested that there should be the Sub-committee meeting after each twenty days. It was also suggested that the meetings should be from 9:00 to 12:00 - three hours.

iv. **Preliminary survey report on refugee schools in Peshawar**
It was decided that ACBAR develop a proposal and submit it to EU, UNHCR, UNESCO and UNICEF. It was agreed that the funding should be provided to ACBAR and then be channeled to the schools.

It was suggested that Commissionerate for Afghan Refugees be encouraged to register these schools, as the donors ask for registration.

Establishment of a Board to control these schools was once again underlined. Once the Board is established, a representative should be invited to the Sub-committee meetings.

v. **Comments on draft input-form for activity report**
The input form for activities was developed and approved by the members. Please find attached a copy of the form. Please keep the original copy and use it when reporting activities.

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Summary of NGOs education (schools) activities inside Afghanistan in 1996.

NGO	Type of Activity	Geograph.Area	School support (# sch.,stud.,teach.)	Teacher Training (Number of teachers)	Textbooks (preparing, compiling & production)	School Construction	Others
Swedish Committee for Afghanistan (SCA)	Full support (1) to primary schools (grade 1-6) and teacher training	16 provinces of Afghanistan (2)	schools: **653** students:**154,000** teachers:**5,091**	**900** teach-2 months **240** teach.-30 days **360** Headmast.-10 days (inservice primary sch.)	Revision of text books when required (grade 1-6) and Teacher Training Manuals	Construction of **20** school buildings and Minor bulding repairs	Women's Education & Vocational Trng
IRC	Provision of text books &,teach.trng for schools grad.1-12	Nangarhar, Logar, Pakteya (Khost), Paktika.	Primary & secondary sch. students:**66,000** Texk books & stationery.	**250** teachers Middle & and secondary Schools **520** teachers primary sch.	Laboratory manuals. Teacher Training Manuals Textbooks for secondary sch.		13 school supported and textbooks & Teach.Trng in Refugees camps NWF
SOS/PG/Belgium	Inservice teacher training for Primary School	Nangarhar, Kunar Laghman,Parwan Kandahar,Wardag		InserviceTraining of **900** teachrs of primary scho.	Selected Teacher Training books	Repairing of Teacher Institue of Laghman	
UNO	Production and Revision of text books for sch.	for Afghanistan			Revision of books for grades 1 -9		
ISRA	Full support to primary schools and Darulhifaz	Nangarhar,Kunar, Laghman,Khost, Logar, Wardag,	schools: **7** students: **2,130** teachers: **57**	Teacher Training in Drug Abuse Awareness in **Kunar** province.		One school building in Kunar	_ 5 Darul Hifazes Vocational Trng centers Non formal edu. vulen.ch
AG Bas-Ed	Suport to grades 1 & 2 of primary schools	Nagarhar, Kunar Khost	schools: **11** students: **4,173** teachers: **127**				MCH programs Out of school child.prog. Adult letircy programs
CARE International	Material support and teacher training to 38 Home schools (3)	Khost	schools:**38** students: **1,257** teachers: **38**	Inservice training of : **8** teachers - 30 days. **30** taechers - 10 days			Awareness program for Women's education
SERVE	Health Education	Jalal Abad & Dara i Noor of Nangarhar provin.	Only health educ. for **11000** children in 6 sch. in Jalal Abad.		16 health topics		Public health education in Daraí Noor district of Nangarhar province
IIRO	Support to institute of Pedagogy of Nangarhar.	Jalal Abad					
BEFARe	Full support to Schools in Afghan Refugees camps in **NWFP**	**Refugees camps in NWFP of** Pakistan	schools: **265** students: **63,000** teachers: **1,560** in Afghan Refugee	Inservice teacher training in **Refugee schools**	Production and developing of teaching materials and teachers guides.		Adult literacy MCH for females in refugees camps NWFP
ADA							

(1) Full support includes provision of textbooks and school materials for children and teachers and salary for teachers and training of teachers.Partial means some of them.
(2) Badakhshan, Baghlan, Takhar, Kunduz, Samangan, Parwan, Kapisa, Laghman, Kunar, Nangarhar, Logar, Bamyan, Wardag, Ghazni, Pakteya and Paktika.
(3) Home schools are grade 1 to 2.

ISLAMIC RELIEF AGENCY (ISRA).

Introduction:

The Islamic Relief Agency (ISRA) is an International Non profit Relief organization with its headquarters at Khartoum-Sudan and Regional Offices. in USA, London, Geneva & Vienna in Liaison with UN offices and also in Senegal, Kenya, Bangladesh, Pakistan, Russia, Denmark, Norway and Jordan.

ISRA is registered as "Category II consultative status" with the Economic and Social Council of the United Nations. The Agency is also member of many International Bodies.

ISRA Activities for Afghan:

ISRA established its Regional Office at Peshawar in the year 1984 and started its Relief work for Afghan Refugees in the field of Health, Social Welfare, Rural Development, Training & Education. After establishment of Islamic Govt. in 1992 with the repatriation of Afghan Refugees, ISRA also shifted its activities gradually inside Afghanistan beside its existing activities.

Summary of ISRA Activities in Education Sector:

A. For Afghan Refugees in Pakistan: (Completed Projects)

S.N	Type of Activities	No	Location	Duration	Beneficiaries	Remarks
1.	Primary Schools for boys	6	Pesh. Haripur, Samar Bagh	1986-92	3321-Student	(grade 1-6)
2.	Primary School for girls	6	Peshawar.	1988-92	614 Student	"
3.	Orphanage (School for Orphan).	3	Peshawar, Haripur	1986-92	2350 "	(grade 1-8)
4.	Secondary School	1	Samar Bagh	1986-92	250 "	grade 1-12
5.	Darul Hifaz	10	Samary Bagh, Bajawar, N.Bagh, Munda, Sawabi & Haripure.	1986-92	1465 "	
6.	Vocational Training Center for (bays).	1	Peshawar	1986-92	800 "	in 6 Trades.

S.N	Type of Activities	No	Location	Duration	Beneficiaries	Remarks
7.	Vocational Training Center for Women.	1	Peshawar.	1987-92	480 Women	in 2 trades.
8.	Teacher Training in-Service diploma course.	8 batch	Peshawar.	1986-89	332 Teacher.	one year course
9.	Refresher Course for in service teachers	36 "	NWFP.	1986-87	1656 "	2 moths course
10.	English language Course		Peshawar.	1987-88	380 Student.	1 yr. course
11.	Office Management Course	10 "	Peshawar.	1988-89	420 "	4 months
12.	Topography Course	2 "	Peshawar.	1988-89	80 "	6 months
13.	Journalism Course	2 "	Peshawar.	1988-89	80 "	6 months
14	Science Course	10 "	Peshawar	1988-89	454 "	4 months

B. Inside - Afghanistan (Ongoing Projects)

S.N	Type of Activities	No	Location	Starting	Beneficiaries	
					Students	Teachers
1.	Primary Schools	6	Wardak, Logar, Khost, Laghman & Nangarhar.	1992	1230	36
2.	Secondary School (grade-10)	1	Chwoki Kunar .	1989	900	21
3.	Darul Hifaz	5	Logar, Laghman , Kunar &Nangarhar	1992	250	9
4.	Vocational Training Centers (for boys & women).	2	Nangarhar	1992	1630	20
5.	Non formal Edu. for vulnerable children.	2	Khost & Laghman.	1994-96	1500	12

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International Rescue Committee

FEMALE EDUCATION PROGRAM

IRC's Female Education Programs

International Rescue Committee (IRC), based in New York, has refugee relief offices around the world. Since 1980, IRC has provided educational, health and other humanitarian services to Afghan refugees in Pakistan as well as in Afghanistan.

International Rescue Committee's five women's education programs in Pakistan have been dedicated to the provision of educational opportunities to Afghan refugee women and children from the pre-school child to the adult member of the work force.

The first program is for childhood education - the Kodakistan Education Program (KEP) which was established in 1989. It focuses on early childhood growth and development through a network of 22 pre-schools, i.e. one model pre-school and 21 outreach pre-schools for 505 children between the ages of three months and seven years. KEP also provides Afghan women with the training and resources needed to set up and run early childhood education centers for children.

The Female Education Teacher Training Program (FETT), established in 1991, is one of the largest of the women's education programs. It provides training for teacher trainers, primary school teachers and school administrators; supports and monitors 28 girls schools both city and camp based; and develops instructional materials, and provides seminars and workshops in pedagogical techniques and a variety of subject matter taught in primary schools.

The Women's Health Educator Training Program (WHETP) was opened in 1989 to prepare women to become health educators through training in basic hygiene, preventive health care, disease prevention and epidemiology. WHETP also provides follow-up evaluation of the health educators in the schools and clinics and provides health education for primary-school girls and refugee-camp women and children in refugee hospitals and clinics. Presently, WHETP has health education departments in 23 schools and 6 hospitals.

The oldest program is the Women's English Language Program (WELP) which began in 1985. It offers two kinds of training: English as a foreign language and training workshops for women aspiring to be English-language teachers and those women who are already English teachers in IRC schools. Presently,WELP provides English instructions in three three-month terms for approximately 500 students each year. Its sister program the Women's Public Administration Program (WPA) was opened in 1989, continues to equip Afghan women with the computer, typing, office management and entrepreneurship skills necessary to enable them to take part in the rehabilitation and reconstruction of Afghanistan.

UNESCO

Basic Education Strategies - P1

AFGHANISTAN



UNESCO Islamabad

65.

This document forms part of the UNESCO plan for Grassroots Reconstruction of Education for Afghanistan (GREAT) relating to professional (P1) development of educational personnel. The modules developed were part of a cost sharing project collaborated with Basic Education for Afghan Refugees/(BEFARe/GTZ), an NGO based in Peshawar.

Management of Primary Schools Under Stress (MOPSUS)

Part I

Matching managerial skills with stresses

Introduction

The level of development of countries today is measured in terms of their human development index. This directly reflects and is connected to the human resources development (HRD) of any nation. One of the three key variables, along with life expectancy and income, that affect HRD is education. Improvement of education is a fundamental factor which bears upon development, absorption of technologies, spreading the culture of technologies at different levels, improvement of the quality of life and 'learning to care', all of which affect HRD. In the developing countries, one of the key constraints of development is the limited resources. This is specially true of the education system.

Management capacity building

However, it is very unlikely that the developing countries desire for resources, specially the insatiable demand for materials can be met, to their satisfaction in the near future. One way out of this problem would be to develop the state-of-the-art of management and develop the capacities of the people who manage, to enable them to get the maximum output from the resources available. This means emphasising the importance of culture specific management methodologies as a strategy for achieving higher outputs from whatever resources available.Such a process would result in developing and improving the endogenic capacities of the people compensating the lack of material resources to some extent. This will also comply with the modernity theory which emphasis the idea of convergence where the people will absorb and understand modern development trends and also apply them taking into consideration the cultural nuances (Inkeles 1983).

Socio-psychological perspectives

Management could be viewed from a socio-psychological perspective as well. Thus in management understanding of the cultural elements is of prime importance. Stress forms a key element in the culture of management of such societies/environments which are under pressure. The stressful factors, discussed later, have to be carefully understood and analysed. Suffice to state at this point that in respect of management under stress, culture is not a static phenomenon, but rather is something which changes endogenously through the resolution of the tensions/stresses between its component elements. As every culture provides 'personal' as well as 'impersonal' identities in respect of management, stress management implies the importance of 'personal' traits as against 'impersonal' ones. The latter

67.

relates to phenomena which are universal while the former reflects cultural specificity. Universal management issues are the ones that relate to broader issues of a macro nature such as principles related to management or to national level policies both of which are at a higher order. On the other hand 'personal' management aspects relate to social values as well as individual and social behaviour specific to the cultural milieu of the school environment.

Resource mobilisation skills

'Resources', 'stresses' and 'management' seem to be key words in the HRD scenario of the developing world. As education is a key factor in HRD, development of education is sine-qua-non for any progress to be initiated and sustained. Like all other sectors, education too suffers from meager resources. It will be a long time before all needs of this sector will be met. Looking into the alternative ways of utilising available resources, capacity development of the key managers could be one way out of this impasse. Invariably the general tendency has been to cry for more resources, not even before knowing what is available. Thus prior to identifying what is lacking one could commence programmes with resources available. Creation of an awareness of these aspects in the manager would be a priority. What are the resources that are available for the schools? Although the schools may lack material needs their environments posses some form of resources. What may be lacking are the skills of the manager, which in the case of education the principal, who has to understand the nature of such resources, posses the capacity to mobilise them, and process these in such a way that the aims of the institution/organisation and needs of the community are met to some form of a satisfactory level.

Nature of stress

How do we define stress? What are the main characteristics of stress? What type of stresses affect management at the grassroots? The word stress when used in generic terms may mean pleasant aspects as well, although invariably it refers to negative aspects. Thus for example when a person has to go on promotion to a far away station it is a positive stress. But a working definition would figure out stress as an 'adaptive response, mediated by individual characteristics and/or psychological processes, that is a consequence of any external action, situation or event that places special physical/and or psychological demands upon a person' (Ivancevich 1980). Stress is an outcome of the individuals interaction with the environment. It encompasses physiological, psychological and behavioural aspects. Management stress is not limited to things that happen inside the organisation, during working time. It has dimensions that relate to extra organisational stressors such as that relate to social, economic, cultural elements. Therefore stress may vary both spatially and time wise. Spatially it may mean that stressful factors prevalent in one area may not be the same elsewhere. What is important for those who manage developmental tasks is to appreciate and understand these micro changes and act accordingly without showing desperateness and excess anxiety.

Stress is also a relative term. It connotes constraints encountered in the organisation. These could be of different

orders and magnitudes. In relation to development of education the relevance of education to the realities of a country may be a stress for a nation. Lack of equality and access are two other stresses of the same order that a state/community has to face. Learning methodologies also become stresses for the children which may result in children leaving the system at various levels. Socio-economic factors are stressful factors for children in lower income groups. War torn societies bring with them innumerable stresses in addition to the one mentioned above.

Reflections on management

By and large successful management reflects the quality of learning in a school. Management relates not only to routine administration but to professional aspects and human relationships as well. Managing efficiently what is available to get the maximum benefits would be an important guideline in environments which lack basic needs. These require the principal to have the capacity to utilise maximally the meager resources available and manage these under stressful conditions. But this aspect has not been looked into seriously by management experts instead of which the focus has been to use principles derived from industrial management with emphasis on input/output aspects, economics of scale with no bearing on development of human potentialities. Managing skills thus forms an important aspect of the concept of HRD which should encompass all these aspects.

Management involves different shades of stresses which may result from a micro situation such as interactions with persons to a macro stance like political and social upheavals. Some of these may be within the institution while some are results of extraneous factors. The latter may be beyond the control of the manager. School heads in the Afghan context face similar issues. These relate not only to human relationships but also to lack of physical infrastructural needs. The issues are too complex and it is unlikely that in Afghanistan normality in the provision of services will prevail in the near future. Under such circumstances the school managers have to cope up with various forms of stresses. Management has to be of a different order and solutions to most of the issues will not come easily and quickly. The managers of schools will have to live with constraints and resulting problems.

Under such a scenario what should be the management role of the principal? Should he wait till everything is in order and needs are met to the satisfaction of the principal or should he develop mechanisms both psychological and sociological to solve the issues using whatever resources he could command from the environment?

Role of the principal

Thus the principal in articulating the needs of the school has a vital role to play. He is the key manager in this whole drama. He is the man on the spot who takes decisions and creates a learning environment. His attitudes, capacities, skills are important towards achieving the HRD aspects of the community specially in the rural and peripheral areas in the developing countries. The success of schools is determined by the efficiency of the head teacher. The community remembers their school in terms of the efficiency of the principal and the history of the

institution records the successful principals vs others. This is reflected in the admissions to schools. At times parents take away their children from schools that are run by inefficient and clumsy principals. It is also known that prior to assuming duties of a principal sometimes it so happens that his qualities travel before his arrival to the new school.

What are the qualities of successful principals? What makes them successful? Do such successful principals perform in the same manner elsewhere in new environments all the time? These are some of the pertinent questions that could be raised vis-a -vis school managers. It seems that the principal could bring either new life to the school or make it fall to slumber. His spirit is important to vitalise a large number of variables that are connected with the development of the school. Time and again it has been shown that the will to change has to emanate from the principal. No system can rise far too beyond the principal and the teacher. The training has to be concerned with development needs as well (Ekanayake 1990,1993). It also means ultimately improving the HRD of the community.

In a way stress management is the capacity to manage uncertainty. Institutionally this includes lack of access to information systems and support from higher authorities.

Part II

Afghan scenario

The current situation in the Afghan scenario calls for different approaches in managing primary schools. These schools lack basic facilities related to infra-structure,physical resources,human resources, humane relationships, peaceful environments, lacuna in continuity of programmes and activities, absence of remunerations.

These are in addition to a total absence of professional development, non-availability of educational materials to both students and teachers, lack of evaluations and certification.

The psychological shocks and uncertainties also form part of the social system in which the schools have been functioning. It is also very pertinent to refer to the community reactions and their priorities in a war situation. The community however much interested in education would have other priorities.

Thus one would see a situation which is not normal at all and thus traditional approaches would not be of much practical use in the management of institutions. This calls for development oriented management techniques as against maintenance administrative approaches. It means capacity for adaptability of facilities for a variety of learning teaching activities (Guruge 1994). As the situation in Afghanistan is fluid and complex the approaches to issues have too to be of flexible and innovative in nature. There cannot be solutions across the board to any problem. Thus use of traditional structures and learning processes in the villages have to be tapped and these require skills.

vi. **Any other business**

- Follow up on Ashqabad Forum - views of the Education Sub-committee

Dr. Nuristani, who attended the International Forum on Assistance for Afghanistan, stated that more than 40 per cent of the discussion in the Forum was concentrated on education. However, in the Strategy Paper produced by UNOCHA very little had been reflected. He discussed this issue with UNOCHA on the telephone and he was asked to write his comments.

Since Dr. Nuristani attended the Forum and has been the Chairman of the Sub-committee, the members suggested him to write to UNOCHA.

Dr. Gul Jon Wror Wardak circulated a sheet on 'Logical Literacy Teaching and Learning'. The paper will help teachers to teach the students in the best way.

The ACBAR Executive Director briefly attended the meeting. He informed the floor on his last week meeting with Dr. Holl, the head of United Nations Special Mission to Afghanistan. He was requested by Dr. Holl to provide him with the information on girls education in Afghanistan. The agencies were, therefore, requested to send this information with the details on number of girls and female teachers involved by the end of this week.

Dr. Nuristani thanked the participants of the AG BAS-Ed. workshop held from 15 - 20 March 1997. He also thanked UNESCO for their financial support to the Workshop. A report will be produced and circulated to the concerned people. He also stated that there will a follow up workshop in the future.

S. A. Belgium has prepared math workbook for grade 4 and 5. This has been prepared with the financial support of UNESCO.

Two meetings were scheduled for April:

THE FIRST MEETING WILL TAKE PLACE ON MONDAY 14 APRIL 1997 AT 9:00 AM IN ACBAR CONFERENCE ROOM

THE SECOND MEETING WILL BE HELD ON WEDNESDAY 30 APRIL 1997 AT 10:00 AM.

The agenda for both meetings will be circulated later.

In the management of basic education institutions the principal has to posses extra abilities and skills other than pedagogical ones. The objectives of the learning programmes may also be of a different order and complex in nature.

The head of the school has to adopt strategies in cognisance of the constraints both in and out of the school. While motivating children to participate he has also to understand the importance of the economic value of the time of the child and also that of the teacher. The latter is not remunerated regularly. His tasks are not clear either and could vary daily so that it is more crisis management. It is under such circumstances that head teachers of these schools have to manage their institutions.

Under these circumstances, where resources would remain meager for a long time and stresses resulting from various factors will be the order of the day, there should be mechanisms that would help the principal to develop his capacities to make use of whatever is available for the development of learning in the school/community. Such efforts should also provide him the ability to procure local efforts and resources. Managing efficiently and utilising maximally what is available would be an important asset of the head of the school in stressful scenarios. The significance of the school as the centre of development has also to be understood by the teacher community. Further, managing uncertainty is yet another skill that the principal should develop in a political setting as in Afghanistan.

By and large this is one aspect that has been overlooked by many management experts, while the tendency has been more to view management as only getting more resources. This leads to a dependency syndrome. What is vital in Afghanistan is the development of endogenic capacities that would pave the way for self reliance and empowerment of the people.

Key questions

How should the principal react to demands under conflict?

How are the needs of the students to be satisfied?

What kind of time table should he prepare and adopt?

What kind of curriculum should he follow?

How should he bring a balance between learning and earning - both student, teacher, himself?

How should he evaluate students?

What are the levels of achievement he should set for each grade/subject/child/?

How should he provide work to the teachers?

What guidelines in professional activities should he set for the teachers?

How should he develop strategies for teaching large numbers and diverse levels and age groups?

What arrangements should he make for managing a number of classes if the school has only one or two teachers?

What services and resources could he get from the community?

How could he motivate the community to participate?

What services should he offer/provide to the community?

The above are but a few issues that are related to management under stress which could be used as guidelines for the development of instruments for identifying the actual issues in the management of the schools.

Planning MOPSUS

In view of the issues discussed a new approach to management, which should be both innovative and unconventional, was planned out for Afghanistan. This project was referred to as management of primary schools under stress (MOPSUS). Cognisant of the need for insights, a research based approach was adopted to develop management modules. The current management guidelines although of relevance to more developed situations possessing resources, find relatively ineffective vis-a-vis the issues of deprived environments. The latter demand different styles. How do we identify such styles and strategies? One way would be to study the realities of such situations. It is in this perspective that a study on the needs and uncertainties of Afghan schools was undertaken.

Filling the gaps

What are the objectives of these modules? How will these help to improve the capacity of the principal? What is the significance of the modules vis-a-vis the current problems? These modules attempt to provide answers to the above questions and many more similar ones that impinge on management. Specifically these modules relate to creating an understanding of the innumerable issues that confront the management.

In a modest way MOPSUS attempts to fill this lacuna by providing insights to the causes of lack of resources and relating management to both micro and macro issues of the environment. Thus these modules relate to the social, economic, cultural and socio-psychological milieu of the community as well. In a country like Afghanistan these aspects have a greater bearing on the learning and management process than perhaps elsewhere. All these have to be understood and appreciated by the principal for smooth running of the school. It is expected that these modules would help and guide the principal to be self-reliant and dependant on his initiative and collaborative work. Attention is also drawn to the importance of using local resources. Awareness of the different types of stresses which could be both positive and negative and the strategies suggested would form the tools for the principal to cope up with the stresses.

These modules would be helpful to the teachers as well. They will broaden their vision of the issues and in turn would make them understand that they too have an important role to play in the management of the school.

Process of the product

An important feature that would interest the curriculum developers and educational experts relate to the processes involved in the preparation of these modules. These modules were prepared adopting research methodologies. The specific methodology for this project was of a grounded nature and inductive in process.

Initially the issues related to stressful management were discussed with the group of field workers and resource persons. Based on this discussions a format for the development of instruments for the basic survey was developed. With this format the field workers visited 11 Afghan schools. During the visit the field workers freely discussed with the principals, teachers and members of the community about issues related to education, school activities and related stressful factors. In addition observations of how currently management takes place in the schools were also made. The reports of these discussions were utilised to develop the specific instruments for detailed study on stressful management. Based on these reports 10 major areas that relate and affect management of the schools were identified and these formed the basis for the development of the above instruments. These were as follows:

a. curriculum,
b. professional,
c. economic,
d. community,
e. motivation,
f. monitoring,
g. power / pressure groups,
h. communications,
i. planning / administration and
j. basic needs of the school.

The sample for the final study consisted of 27 schools from the Afghan Refugee Schools from the same district as indicated above. There were 4 different types of schedules, one to be administered to the principal, a questionnaire, while the other three were guidelines to be used for discussions with the teachers, parents and members of the community.

The ensued results and responses of the schedules and instruments were utilised in the development of the modules on management of schools under stress. The objective of analysing the responses was not to write a report but to utilise the findings to develop modules.

Anthropological and sociological techniques were adopted in the study.

Resources utilised

It should be also mentioned that the field workers/data collectors, all of whom were from the collaborating NGO namely, Basic Education for Afghan Refugees/GTZ (BEFARE), were trained for this purpose. A special co-ordinator was appointed for this project to work with the UNESCO Basic Education Specialist, Islamabad who provided the technical guidance which included

designing of the project, preparation of instruments, analysis of data, development of the modules and pre-testing. Subsequently the same field workers were trained as key resource persons to carry out the trainer training programmes in Afghanistan.

The modules, developed in Dari language, will be translated to Pastu in due course.

Guidelines for field workers

1.0 Objectives of the field work

1. to identify the social,cultural and economic /variables issues related to/affecting the management of the school
2. to find out what the community needs/expectations aspirations of education
3. to identify the physical constraints and resources of the environment for learning
4. identify factors affecting decision making of the principal
5. identify the various stresses that the school encounters

2.0 Guidelines on methods and areas of data gathering

1. be informal as far as possible/win confidence of the informant
2. list the activities in which the principal is involved /daily in the school - gather all details of his activities as far as possible
3. list the persons whom he meet in the school and find out what they discuss with him -teachers/students/parents/well wishers/community members etc.
4. make estimates of the time spent by the above(3) persons with him
5. observe his discussions with any one or more of the above category of persons and record his mannerisms/capacity to understand issues etc.
6. request the principals to record the problems they encounter - let the responses be unguided / let them record the successful and unsuccessful methods of solving issues/ get examples
7. probe at depth issues which you feel has not been clarified
8. attempt to identify problems related to each function/activity such as classroom management,lack of resources,disinterestedness of the community, organisation of work ,distribution of responsibilities and functions,problems related to planning/budgeting/ communication etc.
9. identify available data base/school records in the school

10. identify both external and internal factors that support and / or obstruct the management of the school eg.

11. discuss with teachers about the skills/qualities/attitudes they would like the principal to posses and also answers to item 8 above

12. meet members of the community and discuss the role of the school/its staff in the development of education in the community etc.

3.0 Data on the following aspects should be gathered

1. educational/professional qualifications of the principal

2. training he had received/when, where, how, on what

3. members of the staff and their qualifications/place of residence

4. areas of training desired by the principal

4.0 Steps

1. preparation of instruments/guidelines etc.
2. drawing the sample
3. briefing of interviewers
4. processing of data
5. development of management modules/materials
6. training of trainers
7. field implementation
8. monitoring

Guidelines for module writers

The modules were to be simple, self-explanatory, clarify issues and provide strategies. Each issue had a number of sub issues for all of which strategies provided. The following set of guidelines were provided to the writers.

a. use the responses of the interviewees
b. commence from simple localised management strategies
c. strategies proposed should be less costly, easily workable, practical and with in the scope of the principal
d. management principles to be humane focussing on development of the community as well
e. the guidelines to be based on local/available resources and endogenic in nature
f. management strategies to be non-controversial in nature
g. management strategies should lead to the development of the capacity of the teachers as well
h. management strategies should lead to decentralisation of responsibilities to the teachers, community, senior students and parents
i. the strategies should be flexible which ensue cooperation

75.

Coverage of the modules developed

Major categories	Number of modules	
1. Pedagogical stresses		
- curriculum management	6	
- school planning	7	- 46
- professional issues	25	
- management of resources	8	
2. Relational stresses		
- motivation	8	
- monitoring	11	- 28
- communication	9	
3. Social stresses		
- economic constraints	4	
- managing pressure groups	1	- 13
- community interaction	8	

Comments from principals

Some of the comments of the principals during the pre-testing process are worth recording here which indicate the validity and the relevance of these modules. One commented that the 'modules were very valuable and useful. Stresses identified are relevant to my school and surroundings. Strategies suggested are realistic and applicable'. To another the modules 'help the head teacher to change with the situations'. One principal commented that 'the modules are a beacon which throws light on the problems of the school'. 'Time would come when the head teacher should become self reliant and these modules provide the basis for this self reliance' was another pertinent comment by a principal. Another principal had to say that these 'modules are a key to solving management problems of the school'. One principal considered these 'modules as a mixture of many things which help management. It is a tool combining issues with community resources'.

Operational plan for 1996

Using these it is planned to conduct trainer training programmes for principals of schools inside Afghanistan. Already the Basic Education Specialist, UNESCO Islamabad had discussions with the Director of Education in Herat to conduct a 7 day workshop for 30 principals. This programme is collaborated with UNOPS, Herat and the Ministry of Education. The resource persons would be from BEFARE/GTZ, Peshawar. The relevant modules have provided to them in advance.

Similar training programmes have been planned for Kabul and Mazar-i-Sheriff. In the execution of these programmes UN agencies such as HABITAT, WPF and UNICEF are to be closely associated for resources and logistics. Discussion have been already held regarding these with the respective agencies and NGOs.

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Mayor Federico, 'The New Page', UNESCO, Paris, 1995

S.B.Ekanayake
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Islamabad
January 1996

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January 1996



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January 8, 1996

Mr. Shafiq Ahmad,
ACBAR,
Peshawar.

RE: <u>NEW CONCEPTS</u>

Dear Mr. Shafiq Ahmad,

I am pleased to enclose the moot paper which I have prepared for the Group about new concepts. Please keep in mind that for preparing this moot paper I had contributions from Nancy about Culture Heritage and from UNICEF about General Notes for Aims and Objectives of Education. For further information and consideration of the Group I have enclosed copies of their inputs too.

I have also enclosed copies of some articles about development for further reference. In addition, I am enclosing computer desk which has the moot paper and you can run the document in WP.60. I hope the desk will help you to make additions or changes in the document.

Wishing a productive meeting with the Ministry of Education.

Many thanks.

Sincerely yours,

Muhammad Suleman,
Administration Director ADA,
Peshawar.

NOTE: *At the last moment. Ellen from Unicef reminded me to include something on mine awareness, but unfortunately it was too late for me. I hope the Group may be able to add it in the moot paper.*

79.

MOOT PAPER

INTRODUCTION:

It has been largely understood that in addition to other factors, lack of awareness, war and instability are the most contributing factors for underdevelopment in any society. It is perceived that destructive forces such as lack of awareness and ignorance are the root of the problems in Afghanistan and because of these problems almost the whole Afghan community suffers hardship. We suggest that efforts should be made to create opportunities as how to reduce suffering and make the life more prosperous and meaningful.

The educational institutions are the main sources thorough which the awareness of the children parallel with the whole community can be considerably raised. The functions of the institutions can be further strengthen through consideration of some new concepts in the aims and objectives of education. Furthermore, the institutions would be of great advantage if they are used as community development centers and help promote understanding.

.ne general notes on aims and objectives of education:

At the primary level, in addition to providing opportunities to learn basic knowledge, skills, competencies, and attitudes, the education institutions has other responsibilities as well. These include socialization, acculturation, & development of national identity. Furthermore, goals, objectives, & expectations of education may vary in national, provincial, district & local levels, & even it may differ from one community to another one.

The aims and objectives for primary level are very important, as these will determine what children should learn. They are often written out in the form of a curriculum guide. They do not necessarily determine what children will learn, that depends on the learning materials, teaching styles and a host of other factors. Some countries have found it useful to distinguish between a core curriculum and "local" content. A core curriculum usually consists of basic numeracy, language skills, often science, and other content areas that are considered essential for all children, for example religious instruction. The local content may vary depending on the locale; for example a rural region may teach agriculture, schools in a city traffic.

Another useful distinction to make is between learning skills and life skills. The basic learning skills are reading, writing, numeracy (the three Rs). Life skills may include health, environmental, agriculture, peace and family skills. It is possible to integrate these life skills into the core curriculum subjects; health into science, family skills into language for example. This will help to make learning relevant to children's lives. Children means girls and boys; sc .ucation needs to be relevant for both.

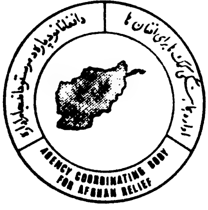
A word of caution: the curriculum should not be overburdened. One has to consider carefully how much teachers can manage, and what support the education system will be able to give them in terms of training, materials, supervision, etc., when introducing new concepts, skills, etc. into the curriculum.

Hereunder are some concepts and NGOs are open to further discuss about them.

CONCEPTS/IDEAS:

1. Development Studies

In order to reduce suffering and tackle with the existing problems in Afghanistan, the Afghans would need to widen their understanding about development issues. Efforts should be made to **raise the awareness** and enable the Afghan community to **take more responsibilities** for their own improvement and development.



ACBAR ای سی بی ای آر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Wednesday 30 April 1997

Participants:

O. Forbord	NAC
A. Bredeli	NAC
Sayed Ibrahim Abdali	UNO/EPA
Eng. Ghulam Dastagir	HCI
A. A. Amouzgar	CoAR
Dr. Faiz	AITM
M. Roz Khan	AABRAR
Amir M. Ahmadi	SA/Belgium
Faqir Mohammad	SERVE
Prof. Ilham	BEFARe
Dr. Habibullah Frahmand	GTZ/NSP
Akbar Kargar	BBC-AED
Nazifa Aabedi	AIL
Abdul Rahim	ISRA
Roza Gul	SCA
N. H. Dupree	ACBAR
Shafiq Ahmad	ACBAR
Belquis R.A.	ACBAR

Apology:

- Dr. Nuristani (**Chairman**)	AG BAS-Ed.
- Ellen van Kalmthout (**Deputy Chairperson**)	UNICEF
- Hilary Riggs	UNOCHA Demining

* * * * * * * * * *

Mr. Amir Mohammad Ahmadi, Director S. A. Belgium, presided over the meeting.

i. **Approval of the agenda and minutes of the last meeting**
Both the agenda and minutes of the last meeting were approved in the absence of any comments.

ii. **Coordination:**
- avoid duplication, overlapping and tension
- exchange ideas on planned activities
- produce a combined work plan (like 95)
- community participation and sustainability

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Since 1945 in every decade the development has been understood differently. The countries of the world understood the development as **Growth in Income, Social Progress, Integration, and Liberation.** However, in the last few decades the development is understood as **Dialogue.** Every approach for the development has merits, but presently the last two understanding about development is more convincing.

As the understanding about development among the Afghan community is outmoded, therefore, the approach for bringing development in Afghanistan is completely different. We hereby deem it necessary to bring to the attention of the Afghans that they need to boost their knowledge about current approach for development.

Thoughts about development can be passed on to the community through teachers, students and educational institution. Therefore, we suggest that development studies training to be attached with every teacher training & education programs in Afghanistan. We believe that by promoting understanding about current development approach, the Afghan community will be enabled to organize themselves & mobilize their potential resources. (For further reference, attached are some notes on development issues)

2. Education and Awareness about Environment:

Afghanistan is facing sever environmental problems like balding forests, soil erosion, pollution and so on. We believe that the Afghan-Soviet war's direct and indirect damages to the environmental resources of Afghanistan is the second ranking loss following the loss of human resources.

Presently, there is no national environmental legislation or guideline. Historically, environmental protection perception has always been poor and has had the least priority in Afghanistan. We fear that this trend will remain unchanged during reconstruction and future development. This ignorance could burden the people of Afghanistan and their children with unbearable cost in the future unless sound environmental precautions are taken now.

Therefore, our suggestion is to promote environmental education and awareness at all levels of the society particularly within the educational institutions. The teachers and students need to be educated about importance of environmental resource protection, about adverse impact of environmental degradation and their role as how to protect their environment from further degradation and pass on the information and knowledge to their communities.

3. Health education:

"Prevention is better and cheaper than cure". Health education is the most important element for improving the health of people in Afghanistan. In many areas in Afghanistan malnutrition is not because of food shortage but it is because of bad habit in the diet. Epidemic diseases occur almost every year and cause the death of many children and people in Afghanistan.

It is therefore very important to consider health education in the schools for students and teachers. Using the schools as community development centers, the health workers can deliver health messages and provide health education to the students, teachers and to the community.

4. Agriculture training

Afghanistan was an agricultural country and often self-sufficient before the war. The war destroyed the whole agricultural infrastructure and the production declined 70% compared to that of the prewar. The children who have grown up in refugee camps during exile lack farming skills when they return home. As the Afghan economy largely depends on agriculture, therefore, sustainable agriculture training should be attached with every school in the agricultural areas in Afghanistan. We believe that such training will enhance the farming skills of the children and that of the whole community.

We propose that an agriculture farm attached to the school should be established where theoretical and practical agriculture training can be provided to the teachers and students by agriculturists on regular basis. Possible agriculture training farms could be fruit tree nurseries, orchards, bee keeping, fish ponding, poultry and dairy, however they depend on the existing agriculture practices in the area. The training farms should be kept open for the community to visit. Any additional income raised from the training farms can be used for running of the schools.

5. Peace message and conflict resolution skills:

In spite of giving sacrifices for the freedom of their country, Afghans could still not enjoy peace and stability. Due to the Afghan-Soviet war the social, tribal and family ties and relationships have been broken. The current catastrophic is the consequences of this broken links. The Afghans may need to look into ways and means to promote social reconstruction and restore the trust and understanding within the community.

Teachers and students are motivating source through whom peace messages can be conveyed to the community. Through teacher training, workshops/seminars the teachers ability in mediation and negotiation can be promoted.

The teachers as well as the students can play a significant and vital role in restoration of peace and stability in the country. Therefore, the role of teacher can not be limited only for the formal education, but it can also be utilized as a community development worker, mediator and peace messenger.

6. Education about culture heritage

Years of war, displacement and refugee life have diminished the perception of continuity within Afghan communities. Children, particularly at all levels, need to develop a positive sense of their own identity. This can best be achieved through an understanding of their cultural heritage. They must learn to appreciate values in their immediate community surroundings. They must be given knowledge that will permit them to relate sympathetically to the diversities in other regions which contribute to the richness of Afghan culture.

It is necessary, therefore, to introduce a variety of stimuli to help children develop an overall awareness of their culture's many-sided attributes, as well as an appreciation for distinct local specialties. The national education network provides an ideal system through which these objectives may be realized. A few examples will suffice.

School competitions in which children are asked to collect an bring to school favorite folk stories told by their elders is one possibility. These collections would become part of school libraries, read in class from time to time, and used for preparing dramatic skits. Three stories from each collection judged by the children themselves to be the best could be illustrated by children in the same school and then sent on to a central collection office where the winning entries, with the illustrations, would be printed for distribution as supplementary reading materials for schools throughout the country.

Another project which would enhance the appreciation of nature and the immediate environment could include the collection of tales about local mountains, rivers, flowers, birds and animals. A compilation of poetry in praise of the Afghan landscape, its flora and fauna, would create a pride in the nation.

In the same manner, the origins and practices of local annual festivals and celebrations could be published. An explanation of the reasons why various aspects of etiquette are important would also be useful. Children would find books on the games from each region most enjoyable.

Local specialty crafts and handicrafts is another category for consideration which could be combined with exhibitions of artifacts at the schools. Differences in architecture between regions would be another interesting topic, as well as discussions on the symbolism contained in the indigenous art found at mosques and chaikhanas, on doorways and lorries. Artistic brick decoration on qala walls should also not be forgotten.

History presents many possibilities such as the lives of regional heroes, poets and literary personalities. Here instead of recounting the battles as most history texts tend to do, the emphasis would be on describing the philosophers and their writing, the poetsand examples of their works, the artists and their art, not forgetting any monuments built in their honor as well as the decorative architecture of past eras. Archaeological sites, the archaeologists who excavated the sites, the objects they recovered and the cultures of the peoples who once lived at these sites could also be discussed, along with the importance of taking special care not to damage the sites, dig illegally or sell artifacts that are accidentally found.

The possibilities are endless. Most important would be to create a series of small, attractively illustrated publications for all grade levels, for wide distribution, wherever possible using materials, writings & art work collected and produced by the students themselves - in each and every region.

Until such time as funding is available for such a purpose, the locally collected, hand-written, hand-illustrated collections would provide children with a much greater enthusiasm for their natural surroundings, for their own daily lives and for the lives of others throughout Afghanistan.

NOTE: **National and International organizations may cooperate with the Ministry of Education for realization of the concepts.**

ACBAR
EDUCATION SUB-COMMITTEE MEETING
Held on January 8, 1995

By Naqib A. Noory

I. Approval of agenda and minutes of the last meeting.

The agenda and minutes of the last meeting were approved.

SCA sent the draft Combined Education Programme for 1995 to all NGOs working in Education through ACBAR last month. NGOs had to send their comments and suggestions before January 8th - this date was extended until January 12th. Any corrections to the draft plan should be sent to SCA before the date mentioned, and will be inserted accordingly.

II. Announcements

Shafiq Ahmad announced that the deadline for collection of information on Teacher Training Database was set as January 15th, but so far only a few NGOs have submitted their information. He asked NGOs to kindly send their information as quickly as possible.

The Chairman supported the idea and stressed on the urgency and added that these are some of the objectives of the committee to be reached.

ACBAR announced the arrival of Mrs. Margaret Reid as Personal Assistant to Executive Director, ACBAR and Programme Officer. She will be involved in various coordination and sub-committee meetings.

The chairman introduced Mr. S. B. Ekanayake, UNESCO's representative and appreciated his presence at the meeting.

III. Briefing by the Working Group

Shafiq Ahmad briefed the meeting on the progress of the work of the working group, selected in the meeting of December 21st, 1994., A questionnaire for the evaluation of teacher trainees was prepared by the working group. The questionnaire was distributed to agencies, any comments and suggestions would be more than welcome. The questionnaire was produced after studying the three agencies questionnaires of, SCA, IRC and SOS/PG. Belgium. Members of the committee selected were:-

Amir Ahmadi, SOS/PG., Barbara Peterson, SCA, Nancy Dupree, ACBAR and Shafiq Ahmad ACBAR.

Nancy Dupree added that the issue of evaluation is very important. The joining of the Survey Unit to ACBAR could be used to monitor the effectiveness of Teachers trained. She stressed the deterioration of Education in Afghanistan due to many factors, i.e reduction in salaries and strongly suggested Standardization of Activities - which is always crucial.

With the addition of the Survey Unit to ACBAR, a centralized information system and data processing could be formulated which could be used for evaluation and monitoring, she added.

UNESCO said that the in-depth evaluation of the programme needs appropriate instruments and the methodology of extracting and collecting data and requires more information.

With reference to the questions on the questionnaire, THE MOST INTERESTING PART OF THE TRAINING; AND THE BORING PART OF THE TRAINING should be followed with - Why? in order to find out constructive ways for improvement.

Impact of the training should be added as a separate part of the questionnaire. In addition to the UNCOVERED ISSUES, WHAT ARE THE IMPORTANT AREAS WHICH TEACHERS FEEL should be added.

SOS/PG added that each organization has their own evaluations -the one proposed will be an external evaluation by a team who will collect data and analyse it, so that the effectiveness of the programmes can be known. This would be organized through or by ACBAR.

The chairman said that if each NGO agrees to use one final system, they should first send their evaluations to ACBAR, who will compile a composite questionnaire. NGO`s need not spend further time and efforts on it. In order to have proper evaluation and monitoring, the Chairman suggested that the questionnaires be translated into the native languages, to make it easier and more productive.

ADA said that before accepting these forms, it is not certain if it is meant to evaluate the organizations effectiveness or teacher training - it needs comprehensive forms to cover more information.

SOS/PG said that they had pre-test and post graduation tests in the past - but the evaluation of ACBAR will be an external evaluation to see the impact of the training conducted by NGOs.

NPO said that agencies have trained many teachers during the past years, but the question arises whether they continue to work in this profession or not and whether they love their jobs or not.

ADA commented on the second part of the questionnaire, and asked whether the group evaluating the programmes will be making suggestions according to the trainee`s comments or will they be giving their own observations.

CARE said that more specific questions could assist in the evaluation.

ACBAR Director said that ACBAR will not put itself in any exercise unless the programme is made clear by the NGOs as to what they want to achieve.

He further suggested that NGOs working in education discuss their own programmes and suggest improvements and changes they feel that are necessary and then discuss the evaluation and monitoring issue together.

ISRA said that the Survey Unit's evaluation gives 3 indicators;

1- to see the effectiveness of the previous training conducted by NGOs,

2- Level of trainees and

3- What is the special consideration of the area, which differs from place to place and what are the real future needs of education? A unique action plan could then be formulated, to be used by all NGOs.

BEFARe added that questions are not comprehensive and need elaboration as to what sort of materials are used. Classrooms should be observed and effectiveness compared. If teachers like their jobs but ask for more incentives - what could be the answers from the NGOs who can not fulfill their needs or provide incentives.

Barbara, member of the working group said that many things have to be handled which can not be done at once. She proposed that separate simple questionnaires be prepared to achieve such goals and objectives.

After a very controversial discussion, it was suggested that ACBAR prepare an elaborated memo and put the following questions in sequence:-

1. Is the questionnaire prepared ok or should another be produced.

2. Pre and Post Testing.
3. Sample of individual schools,
4. Meeting of Teacher Training NGOs as how they can get the best of all of their programmes.

The memo will be prepared by Shafiq Ahmad and sent to NGOs. NGOs should submit their detailed vision of what they would like to be included in the questionnaire to ACBAR not later than Thursday January 12, 1995.

Dr. Gul Jan Wror proposed that NGOs study the Generic Teaching Manual prepared in 1990 and prepare evaluation forms according to the study and needs.

IV. Submission of two paragraphs - MONITORING & INCENTIVES - as agreed at the last meeting

ACBAR reported that only SOS/PG, SCA and IRC have submitted their information.

The deadline for the information is over and NGOs were requested to submit their information as quickly as possible in order to achieve the first objective of the Education Sub-Committee. The next deadline for this information was also set as of January 12th.

V. **Plans for 1995**

Barbara Peterson who proposed this item elaborated the issue and said that the Education Sub-Committee was initially discussing a work-plan for 1995 and suggested that small working groups be formed and issues listed to be addressed during 1995.

Since the establishment of the Education Sub-Committee, the Teacher Training issue had been addressed, which took nearly 3-4 months. The Chairman suggested that there was probably a need to change the topic and discuss something as listed in the previous objectives.

NPO supported the formation of working groups and said that it is an easy process to reach conclusions.

The Chairman listed the following issues and categorized them in groups:-

A) Curriculum
Text Books
Supplementary materials
Material Production

B) Government (NGO) UN cooperation and Coordination

C) Pre Education (Early childhood)
Child to child information dissemination
Central Issues
Street Children Education (orphanage and kindergarten)

D) Salaries
Sustainability of schools
Community Involvement
Construction of buildings (schools)

E) Literacy
MCH courses
Additional training materials
Linkage (buildings, i.e vocational, health etc.)

F) Access
Gaps and Overlaps

G) Formal Education

H) Jalalabad

I) Gender Education

J) Teacher Training

K) Evaluation/Monitoring

The Chairman suggested all the participants note the above points and priorities them according to the schedule and estimate during the discussion. This will be further discussed in'the next Education sub-Committee.

The next education sub-committee will be held on January 22 at 02:00 hrs at the ACBAR office.

VI. Any other business
Considering the issues to be addressed during 1995, it was decided that 2 meetings be held every month.

Participants:

Jon Rothenberg **D. Chairman**	UNHCR
Mia Jan	NPO
Kamal Mustafa	IIRO
Moh. Ghassan	IIRO
Shahidi	IRC
Paul Daniels	IRC
Ellen Van Kalmthout	CARE
Raghai Naseem	F.SO Save the Children
Sajdai	FSO
M. Qasem	IRC
Dr. Isam Eldin Mirghani	ISRA
N. H. Dupree	ARIC/ACBAR
Barbara Peterson	SCA
Dr. Sayed K Bakhtiari	BEFARe
M. Suleman	ADA
Sakena Yacoobi	IRC/FEP
Maliha Danish	UNDCP
Amir M. Ahmadi	SA/SOS/PG. Belgium
Roza Gol	SCA
Dr. Gul Jan Wardak	Observer
S. B. Ekanayake	UNESCO
Charles MacFadden	ACBAR
Margaret Reid	ACBAR
Shafiq Ahmad	ACBAR
Naqib A. Noory	ACBAR

ACBAR
EDUCATION SUB-COMMITTEE MEETING
Sunday 22 January 1995

By Shafiq Ahmad

At the Education Sub-committee meeting held on 8 January 1994, members decided that the Sub-committee should meet twice each month. The next meeting was, therefore, scheduled for 22 January 1995 to discuss certain issues raised at the meeting of 8 January. Due to the presence of His Excellency Mawlawi Amirzada, Advisor to the Education Minister of the Islamic State of Afghanistan these matters were left to the next meeting. This meeting was devoted to dialogue with His Excellency Mawlawi Amirzada.

After apologizing for being unable to attend the last Education Sub-committee meeting, the Chairman welcomed the guests and stated that their participation should be seen as a welcome gesture towards the improvement of relations between the NGO community and the Government authorities. NGOs have made considerable efforts to establish regular relations with the authorities, but due to certain problems this had proved, in the past, to be a quite difficult exercise.

The Chairman briefed the guests on the objectives of the Sub-committee - coordination of education issues - and informed them of some of the issues that had been addressed since the establishment of the Sub-committee, ie Teacher Training issues etc. Expressing his appreciation for their participation, the Chairman requested Mawlawi Amirzada to address the meeting.

Mawlawi Amirzada - Advisor to Ministry of Education.

The Advisor thanked the National and International NGOs for their assistance to the Education sector and added that the Afghan Education Minister is also grateful to those providing humanitarian assistance to Afghans. Referring to the importance of education, he said that education and health should be considered apart from the politics.

Regarding security, the Advisor stated that the situation is changing to normalcy and with the exception of Kabul, where some problems still exist, other areas are secure enough to work in.

He mentioned that the collection of five million textbooks covering grades 1 - 12 was a main objective of his visit to Peshawar. The textbooks are needed for the coming academic year in the cold weather areas. This will start on 5 March 1995.

He said that a unified and agreed curriculum by the Afghan Government is available at the Education Center for Afghanistan (ECA) and they want the curriculum to be printed for the coming academic year. Discussions on further improvement of the curriculum could be undertaken at a later stage.

He clarified that others will not be allowed to print their own textbooks and use them in a particular district or Province. He stated that this could lead to damaging the territorial integrity of the country.

Discussion.

The members were then asked as to when and how much assistance they could provide and His Excellency also urged agencies to channel all their education assistance through the Ministry of Education.

The Chairman pointed out that none of the agencies are in favor of having different curriculums, but they do have some views on the current curriculum. Messages of war, which might have been acceptable during the time of Jihad, were mentioned as an example. Now that Jihad is ended, it would seem more appropriate that these messages should be substituted with messages of peace, unity and reconstruction/rehabilitation of the country.

The Advisor explained that there were three stages: a) time of Jihad; b) the Interim Government; and c) the establishment of the Islamic State of Afghanistan; which required different curriculums. The curriculums had been reviewed at each stage accordingly. He claimed that the current curriculum has no messages, as mentioned.

Confirming the statement, UNO/EPA said that after the third revision the curriculum textbooks have no single message of war/violence.

Agencies asked whether they could, at least, view the books. This had been requested many times and had been promised, but it has never materialized. NGOs need to see the books if they are to convince donors for support to print the books. The cost of printing should also be estimated to see whether the funds available were sufficient to cover the required number of textbooks.

UNO/EPA stated that the textbooks have been printed with permission of the Ministry of Education. The textbooks are available in Education Center for Afghanistan and agencies could view them, 'BUT NOT ON INSPECTION BASIS'.

The Advisor, however, insisted on the need to print five million textbooks for the coming academic year, for use in cold weather areas, for the time being.

After a long and at times heated discussion on this issue, it was decided that the Advisor and/or UNO/EPA would discuss the issue with ECA and then inform either the Chairman ACBAR Education Sub-committee or ACBAR Secretariat of the date, time and place, where the textbooks could be shown to the NGOs concerned. It was also decided that only NGOs previously involved in textbook development ie IRC, SCA, BEFARe, NPO, UNICEF and NAC should be invited to the meeting.

While introducing the agenda, the Chairman stated that today's agenda is part of the Education Sub-committee plan for 1997. The Education Sub-committee members had suggested these issues for discussion. They have, based on their urgency, been prioritized by the members and will be discussed in 1997.

* * * * * * * * * * *

To avoid duplication, overlapping and tension among the agencies, the floor underlined the needs for more coordination and cooperation between the agencies. Sharing information at the planning stages was suggested as a solution for prevention of duplication and tensions.

After discussing the issue in depth, the following decisions were made:

- Any agencies starting new educational activities should let the Education Sub-committee members know about their activities in advance; and

- All agencies supporting schools in Afghanistan or Pakistan should provide ACBAR with a list of these schools. The list should include information on school names, the exact locations and number of students and teachers.

To collect this information, ACBAR offered to produce a database, provided agencies submit the information in computer diskettes. ACBAR will design an input form and circulate it to the members. The members agreed to send the information to ACBAR a week before the next Sub-committee meeting.

Possibility of mapping the school locations will be explored, once the data is collected.

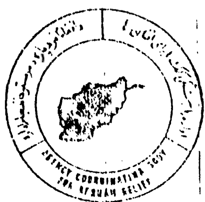
iii. Any other business

NAC stated that they have received 5 million Norwegian Crowns collected by the students in Norway. The money has been allocated for refugee education and for NAC education programs in Afghanistan.

In response to a question, NAC stated that their assistance to refugee schools will be limited to 3 schools.

NAC also announced that they are looking for an Education Coordinator, who will be based in Kabul. The members were requested to introduce qualified persons to NAC.

THE NEXT MEETING WILL TAKE PLACE ON TUESDAY 27 MAY, 1997 AT 9:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Sunday 19 January 1997

The participants

- Dr. Nuristani (Chairman)	AG BAS-Ed.
- Dr. Jim Irvine	UNICEF Regional Office
- Carol LaDue	UNICEF
- Chin Chin	IRC/FEP
- Eric van der Lee	IRC
- Shahidi	IRC
- A. Safar Ahmadzai	IRC/RAP
- Dr./S. B. Ekanayake	UNESCO
- A. Qayeum Karim	BBC AED Project
- Roza Gul	SCA
- Prof. W. M. Rahimi	UNO/EPA
- Dr. M. Rahim Elham	BEFARe
- Taj Mohammad	BEFARe
- Hilary Riggs	UNOCHA Demining
- Khorshid Noori	NAC
- N. H. Dupree	ARIC/ACBAR
- Dr. Frahmand	GTZ/NSP
- Amir Mohammad Ahmadi	S. A. Belgium
- Abdul Rahim	ISRA
- Dr. Zadran	CARE
- Faqir Mohammad	SERVE
- Shon Campbell	SCF (UK)
- Shafiq Ahmad	ACBAR

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I. Approval of the agenda and minutes of the last meeting

a) The agenda:

The following items were postponed for the next meeting:
- Discussion on evaluation of the Education Sub-committee
- Comments on draft input-form for activity report
- Sub-committee plans for 1997
- Preliminary survey report on refugee schools in Peshawar

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Nangarhar Authorities.

Mr. Habib-ur-Rahman Rahmani, Director In-charge of Education Department of Nangarhar Province also attended the meeting. He was in Peshawar on official duty to see the educational activities of BEFARe.

Conveying greetings of the Nangarhar authorities, Mr. Rahmani thanked the Chairman Education Sub-committee for providing him with the opportunity to meet the NGO representatives. He stated that the Islamic Government has been established in Afghanistan and the situation is suitable to carry out educational activities in the country.

The Nangarhar Shura is ready to assist everyone to see, at first hand, the education situation in Jalalabad. They have tried, with limited resources, to keep the education process going. He mentioned that teachers there have not received their salaries for nine months, but still continue with their work.

In spite of all the problems in the last three years Nangarhar has successfully carried out our commitments in the educational field. Currently, we have 254 active schools with a total number of 200,000 students, 4,000 teachers and 1500 peons; we run 4 girls high schools with 4,000 students and 600 female teachers.

Many agencies are involved in education in Nangarhar, but unfortunately few agencies are registered with the Shura. This could be claimed as lack of contact with the local authorities. He named some of the NGOs for their good work in education programs and for following the rules and regulations adopted by the Shura. Some NGOs have conducted various courses under different names in areas where the courses are not considered essential. He suggested that NGOs, conducting vocational training programs, should focus on programs for high school students so as to enable them to be more self-sufficient after graduation.

Furthermore, he urged all agencies to implement their educational programs through the Education Department. Regarding the current curriculum, he mentioned that it had been prepared by Afghan educationalists and was acceptable to all leaders, except Mawlawi Mohammad Younus Khalis, leader of his own faction of Hezb-i-Islami (who had some minor observations on it). However, he clarified that they are in favor of seeing a unified curriculum in place. In case of certain queries about the curriculum, he stated, that this should be resolved by Afghan experts.

Finally, he invited all NGOs to visit Nangarhar Province to review the education sector.

NEXT MEETING:

WILL BE HELD ON SUNDAY 5 FEBRUARY 1995 AT 10:00 AM AT ACBAR CONFERENCE ROOM. Agenda for the meeting is annexed to the minutes.

Participants

- DR. YUSUF NURISTANI (**Chairman**)	GTZ. BEFARe
- JON ROTHENBERG (**Deputy Chairman**)	UNHCR
- PETER VAN KRIEKEN	UNHCR
- NICOLA DANIEL	UNHCR
- NIAZ AHMAD	UNHCR
- S. B. EKANAYAKE	UNESCO
- LINDA ANDERSON	IRC
- HAMIDA	IRC/FEP
- SHAHIDI	IRC
- LIZA KINGMA	IAM/BLIND INSTITUTE
- A. R. SAHAK	ADS
- S. IBRAHIM ABDALI	UNO/EPA
- W. M. RAHIMI	UNO/EPA
- S. M. JOYAN	CARE
- ROZA GUL	SCA
- BARBARA PETERSON	SCA
- AMIR M. AHMADI	SA/SOS/PG. BELGIUM
- BENOIT H.	SA/SOS/PG. BELGIUM
- M. ABBAS	PSD
- ALAN BRODY	UNICEF
- TOMMI L.	UNICEF
- K. AUSLDZL	NAC
- KHORSHID NOORI	NAC
- DR. BAKHTARI	GTZ. BEFARe
- ELLEN VAN KALMTHOUT	CARE AFGHANISTAN
- M. GHOSSAN BANKOSLI	IIRO
- KAMAL MUSTAFA	IIRO
- N. H. DUPREE	ACBAR
- MARGARET REID	ACBAR
- SHAFIQ AHMAD	ACBAR
- KARIM RAHIMI	ACBAR
- A. JAWED LUDIN	ACBAR

A C B A R
EDUCATION SUB-COMMITTEE MEETING
Held on February 6, 1995

By Naqib A. Noory

I. Approval of agenda and minutes of the two last meetings

a) January 8, 1995

Under additions to the minutes, the date for submission of correction/additions to the Combined Education Work Plan was end of January (not 21st January). SCA informed the meeting that this date has been extended until end of February. Corrections will be accepted and altered if submitted during this period.

Under item III. Briefing by Working Group. Barbara Peterson is not a member of the Working Group, instead, Roza Gul is.

On page 3, para. 5, Barbara, **a member of the working group** should be deleted.

The next paragraph, after a very **controversial** should read **productive**.

b) January 22, 1995

On page 1, last para~~, unified~~ **curriculum** must be replaced by **unified textbooks.**

II. Announcements

UNHCR announced that they have received a request from the Education Cell, Commissionery for Afghan Refugees for stationery supplies, i.e. notebooks and pens for Abubaker School in Nish District of Kandahar Province.

UNHCR can not fulfill the request; a copy of the request will be circulated to the members with the minutes of the meeting.
UNHCR funds books for the NWFP commissionery schools. Books were purchased from UNO/ESSP. UNO has recently started charging 10% copyright fees. Funds are limited, and UNHCR can not afford to pay the 10% charges. Since the books are used in Pakistan, UNHCR proposed that a Working Group be formed from the Education Sub-Committee to prepare books for grades 1-6. UNHCR has funds for printing, but not for developing. The books must be ready by April 30.

Discussion
IRC/FEP confirmed the UNO 10% charges. IRC/FEP paid the charges for 15-20,000 textbooks, but can not afford to payon larger orders. The same books are available by half price in the bazaar, IRC said.

IRC said that using different types of textbooks will create problems and advised that the UNO books be used at least for the 95 academic year. IRC supports schools with some 28,000 students in Peshawar, and uses UNO books. It will be difficult to change the books at this stage.

SOS/PG suggested to buy books from Parachinar. UNO books which could not be taken to Afghanistan are available.

Suggestion for revision of the textbooks and formation of a Working group were made.

Shafiq Ahmad reported that a decision was taken at the 22/1/95 meeting with the Representative from the Ministry of Education to see the books revised by ECA. The Representative had many meetings in Peshawar after that meeting, but had not seen the revised books as far as anyone knew.

It was suggested that the Ministry of Education be invited to the next meeting in order to discuss the issue and reach a possible conclusion.

UNHCR said that they have to distribute books to the commissionerate schools and will not buy the UNO ones. UNHCR asked if a Working Group from the Education Sub-Committee could be formed to prepare the books. There was interest among the group.

UNHCR will call a meeting in its office and discuss the issue with agencies working in Education.

Announcements (continued)
ARIC announced it received a letter from ELP asking if agencies were interested in subscribing to magazines for children which ELP is publishing. Sample magazines were distributed at the meeting.

IIRO announced that the support of the Teacher Training Institute in Jalalabad started. Salaries for all staff and expenses for some basic materials have been paid for 2 months.

As a point of information, Barbara informed the group that AITM - former SCF-UK - has begun work in Herat to support the Teacher Training Institute there. IIRO, AITM and others may wish to collaborate.

III. Teacher training evaluation, Result of the questionnaire:

Shafiq reported that 7 individuals, 5 agencies have returned the forms.

SCA reported that SCA male Teachers Trainers from 16 provinces in Afghanistan will gather in Jalalabad from 13-14 March, 1995. The aim of the gathering will be to share teacher trainers' ideas and recommendations about teacher training. Due to the strong interest by others on this topic, others are invited to participate. Agencies willing

to send teacher trainers/key staff are welcome. This seminar will be in two afternoon sessions. Details of the programme, prepared by SCA are attached to the minutes.

Discussion
Decided to wait a week for other organisations' input before deciding on next steps re. evaluation of teacher training programs.

IV. Outlined issues for 1995:

a) Result of the questionnaire

The 8/1/95 Education Sub-Committee had a brian storming session on issues to be addressed during 1995 and time required. Issues were listed, compiled and a list sent to agencies. Agencies were asked to grade the issues by priority and recommend the number of meetings/issue.

Based on recommendations and prioritization of the issues received, the following issues in sequential order will be addressed during 1995:

	Issue	No. of meetings.
A)	Curriculum Text Books Supplementary materials Material Production	3
J)	Teacher Training	2
G)	Formal Education	2
D)	Salaries Sustainability of schools Community Involvement Construction of buildings (schools)	2
E)	Literacy MCH courses Additional training materials Linkage (buildings, i.e vocational, health, disabled, etc.)	2
B)	Government/NGO/UN cooperation and Coordination	2
K)	Evaluation/Monitoring	1
F)	Access Gaps and Overlaps	2

C)	Early Childhood Education Child to child information dissemination Central Issues Street Children Education (orphanage and kindergarten)	2
I)	Gender Education	1
H)	Rehab. Jalalabad Pedagogic Center	1

ACBAR will prepare a schedule of issues to be discussed during 1995 according to the priorities and required meetings listed above.

b) Discussion

Based on the tabulation above, item A will be the first issue for discussion.

It was recommended that agencies send all related materials (curriculum, textbooks, supplementary materials, material production) to ARIC to be compiled, as was done for the Teacher Training. Nancy suggested agencies send ARIC a list of their materials available. Include all valuable materials, even if not in current use. ARIC will cross check the list against their holdings and ask for materials that are not available at the library. Participants agreed. The dead line for this information is February 13th, 1995.

V. Any other business

- **Letter from Afghan Disabled Society (ADS)**

ADS director reported that they are currently discussing the topics and points for 1-2 day workshop to be held in the near future. Letter from ADS and draft agenda attached to the minutes. ADS invited all agencies to send their comments and addition to the draft agenda to its office until the 20th February, 1995.

- **Continued contact with the Ministry of Education**

UNHCR's exercise could benefit the overall efforts to coordinate and is an opportunity for Afghan educators to share expertise regarding textbooks. Many textbooks are nearly the same; they contain many similar topics. It would be good if the Afghan government is able to send high level representatives, both to the UNHCR meetings and the next ACBAR Ed. Sub Committee meetings.

It was decided that agencies working in Education will send letters to the ACBAR Education sub-committee requesting the presence of the Ministry of Education in the next meetings. Letters should be sent to ACBAR by Thursday - February 8, 1995. The Chairman of the Education Sub-Committee meeting will then write a letter to the Ministry of Education and ask their participation at the next meetings.

Participants:

Jon Rothenberg **D. Chairman**	UNHCR
Dr. Yousif Nuristani	BEFARe
Amir M. Ahmadi	SA/SOS/PG. Belgium
Kamal Mustafa	IIRO
Moh. Ghassan	IIRO
Shahidi	IRC/STT
Sakena Yacobi	IRC/FEP
Mohammad Qasem	IRC/HED
Mohd Azim	Radda Bernen (Swedish SC)
N. H. Dupree	ARIC/ACBAR
Barbara Peterson	SCA
Roza Gol	SCA
Abdul Rahman Sahak	ADS
Sayed Ahmad Shah	NPO/RRAA
Wahidi	UNDCP
Dr. Gul Jan Wardak	Observer
Shafiq Ahmad	ACBAR
Naqib A. Noory	ACBAR

A C B A R
EDUCATION SUB-COMMITTEE MEETING
Held on February 20, 1995

By Naqib A. Noory

I. A. Agenda and Minutes of last meeting approved.

B. The chairman introduced staff of BEFARe and Afghan German Basic Education (A.G.Bas.Ed.) working in the various education departments who will be attending the future meetings with ACBAR.

II. **Announcements**

ACBAR Programme Manager announced that based on the decision of the last meeting, some requests for participation of the Ministry of Education at the meetings have been received. The ACBAR Director has written a letter to the Ministry, was awaiting more response, and will send it to the authorities shortly. Barbara Peterson asked that the SubCommittee members be sent a copy of the letter.

ADA apologized for not being able to attend the last meeting. Having read the minutes and attachments of the last meeting, ADA said the request for stationery supplies for the Abu Baker High School in Khakrez of Kandahar does not seem to be a genuine one. ADA has conducted surveys in the province and did not find any school with such a large number of students (1000). ADA asked all agencies to confirm the existence of the school, prior to any possible assistance.

Barbara Peterson announced that Birdie Knightly, BBC Educational Consultant was not able to attend the meeting, but sent information on the scope of her work which was distributed (attached). Birdie is looking at links between BBC's "New Home New Life" radio drama and NGOs and asked interested NGOs to contact her for further information. BBC "New Home New Life" magazines (Dari and Pushto) were also distributed. Barbara added that the BBC materials could be used as supplementary materials for schools. BEFARe said they distribute the BBC magazines in Pakistan and Afghanistan. BEFARe prepared opinion questionnaires for their courses using the magazines. Their comments, suggestions for improvement are being compiled and will be sent to BBC shortly.

SOS/PG announced that after completing the Teacher Training Programme in Momand Dara district, teachers reported that they have not received salaries for the past 8 months and asked for NGOs' assistance. A letter from teachers in Pushto, along with SOS/PG letter to ACBAR members were distributed at the meeting. ADA inquired about NGOs working in the district, as they were divided on regional basis at the beginning of the Combined Work Plan. SCA said that while a division by region had been done in the Framework, this aspect has not been fully implemented. ADA recommended that agencies working in the area consult with each other and see if they could assist the

schools.
NPO inquired if the school had a building since NPO constructed one school by that name. Ahmidi said the school building had been repaired and is operational. NPO's policy for school construction is to obtain shura's assurances prior to construction that the school running costs will be borne by the authorities.

SCA said that SCA supported schools in Nangarhar until very recently, but that starting in 1992, after the Fall of the Communist regime, the Nangarhar Educational Department began to take responsibility for schools through agreements with SCA. Unfortunately the non-payment of salaries appears to be a wide spread problem. In regards to assistance, SCA recommended contact and discussion take place with the local authorities, prior to any assistance. Many schools will ask to be assisted - which would probably not be possible for NGOs to cover.

ADS (Afghan Disabled Society) introduced their new Education Advocate. A letter and agenda for a two day workshop was sent with the minutes of the last Education sub-committee. Recommendations and comments on the agenda were requested. ADS asked all agencies to kindly send their comments, the latest by Thursday February 23, 1995.

III. - **Curriculum**
- **Text Books**
- **Supplementary materials**
- **Material Production**

Considering the various problems related to the above points, the chairman asked whether to pursue discussion or wait for some time.

Mia Jan from NPO suggested to wait until some political developments in Kabul. With the movements of Talibans and UN peace process, some political changes are expected.

SCA agreed to the point made by NPO. SCA supports some 150,000 children in rural areas, money is now available for supplementary materials. SCA recommended that NGOs start with supplementary materials and/or list their needs and requirements (textbooks, supplementary materials, etc.) to give the picture of what is needed.

Mohd. Suleman from ADA said they will need books for all schools. According to information received, "UNO books" have been revised and some changes have been made, but ADA was not able to see the books. UNO now charges 10% copyright fee. For grades 1-3, 3 books/grade, 7500 copies of each, the price quoted was 56 RS (17+18+21) per student. The agency's status is doubtful, whether it is a private entity, NGO or a business company. ADA recommended if ACBAR could convince the agency to lift off its copyright charges and let NGOs use the books.

ADA recommended to wait and not to push the issue - and in the meantime involve Afghan Education Specialists and prepare a curriculum which could be discussed with the future governments.

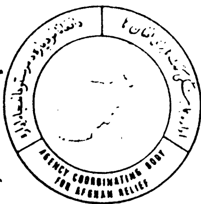
SCA reported on yesterday's meeting with EPA (Education Project for Afghanistan; formerly UNO) and ECA (Education Center for Afghanistan). The status of the textbooks was: Pushto and Dari books for grade 1 were seen and are almost ready for printing. (Roza Gul later made the point that grade 1 Dari and Pushto books should teach the alphabet first, then introduce whole words.) According to EPA/ECA, the grade 1 arithmetic book and grade 2-3 books are with the calligraphers, and textbooks for grades 4-6 are revised to go to calligraphy.

Jon Rothenberg of UNHCR apologized for being late due to meetings at his office with two delegations from Geneva. He also reported his meeting with EPA/UNO and ECA staff members called by the American Consulate in Peshawar. According to the members of both SCA and UNHCR, EPA/UNO said the books will be ready and printed quickly if funds are provided. EPA/UNO will come out with estimated prices as how much money will be needed to finish the books. His views were that EPA/UNO/ECA feel they have been wronged in the past, some individuals were ready to cooperate while others were not, but there had been definite gains made at the meeting.

NPO reported there may be conflicts between UNO/ECA and the government and that the most recent government representative to visit Peshawar said books will be sent to NGOs for printing. NPO further said that the UNO books once printed may not be acceptable by the government and recommended that NGOs use other existing books i.e BEFARe, SCA and IRC. Mia Jan also recommended that a group of Afghan experts get together, see all the books available and finalize one set to be used by all agencies.

BEFARe supported the idea of a small group of subcommittee members working together to compile textbooks, using as a basis existing curriculum and guidelines. Of key importance is the acceptance of the books within the society. Many people have worked on the "UNO" curriculum, thus all organisations must be able to use the materials.

After a very detailed and constructive discussion, and agreement as to the fact this issue is very complex, it was recommended that a small working group be formed to see the various sets of textbooks available and prepare a new set for printing. EPA/UNO involvement was recommended. ECA involvement was regarded as important and productive, since they have had numerous meetings with the Ministry of Education. MOE approval is a very important issue. Discussion with the government was of course supported by all participants. As reported earlier, the government authorities have been invited to participate in future meetings.



ACBAR

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

For Circulation to ACBAR Member Agencies/ Donors, etc.

Kandahar Visit 12 - 14 May 1997

Kandahar was busy with visits at this time. Not only was there to be the Workshop on Education at UNICEF but also there was the UNDP PEACE Workshop at UNHCR.

Education Workshop.

The UN had organized a Workshop with the Taliban authorities to discuss in detail education. and specifically the issue of girls education. This was the next meeting planned under a series of meetings agreed with the Taliban - to establish a closer relationship and more dialogue.

The first meeting was planned for 2.30pm 12 May. However. the Taliban representatives arrived in time for dinner at approximately 8.00pm. There had been some failure in the communications.

The various participants included:

UN Agencies and NGO:

Maurice Dewulf	UNDP Deputy Resident Representative
Ellen van Kamthout	Prog. Officer. UNICEF Afghanistan
Bashizi Bashige	Deputy Country Representative. UNICEF Afghanistan
Tamrat	Head Kandahar Office. UNICEF Afghanistan
Dr S B Ekanayake	UNESCO Afghanistan
Mrs Amjun Riaz Ulhaq	UNESCO Afghanistan & Pakistan
Charles MacFadden	Executive Director. ACBAR

Taliban Authorities:

Mullah Mohd Hassan	Governor of Kandahar
Haji Fazel Mohammad	Foreign Office
Sayed Nazar Mohd.	Head of Education
Rahmatullah	Foreign Office

The discussion started after dinner. when the Governor opened the discussion towards the question of education. Firstly. for information purposes. he provided a broad outline on the background of the Taliban movement and its roots and reasons for existence.

The Movement had come from among the mujaheddin who had fought against the Russians. Most of the senior Taliban had been in the resistance movement under various factions. At the end of the campaign most retired from conflict to Madrassas and had received religious teaching.

There had been opportunities during the resistance for some to discuss the future and their concerns about Afghanistan. This had led to a number of Taliban discussing about what would happen once the Russians had left the country and the communist Government had fallen (which occurred in 1992). Against their expectations. the internecine warfare had started at that time. with a number of factions fighting against each other. apparently seeking power.

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2 Rehman Baba Road
U.P.O. Box 1084
U/T, Peshawar, Pakistan
Tel: 40839, 44392, 45316, 45347
Fax: 092-521-840471

KABUL OFFICE
137 Farukhi Wat
Shehr-e-Nau
Kabul, Afghanistan
Tel: 33684

UNHCR discussed strategies: Time and money are the issues. UNHCR needs books no later than end of April. A "fall back position" (if new books, grade 1-12 are not ready in time) is needed. For this purpose and for moving ahead on the overall issue, Jon called a meeting the next day at UNHCR. It was decided a small group be selected - as big groups and lengthy discussions in the past have not proved to be successful. A paper was distributed for self selection. Following members volunteered for the working group:-

Name	**Agency**
Prof. Dr. Elham	BEFARe
Dr. Bakhtari	BEFARe
Dr. Hirth	BEFARe
Qasimi	BEFARe
M. Shah Khan	BEFARe
Amir M. Ahmadi	SOS/PG Belgium
Roza Gul	SCA
Shahidi	IRC

IV. Any other business

- SCA hoped NGOs had received the invitation (attached to the last minutes) to the Teacher Trainers Seminar in Nangarhar. Main purpose of the seminar will be to share ideas and improve teacher training. The seminar will be held on:

March 13th From 2:00 PM to 5:00 PM
March 14th From 8:00 AM to 12:00 PM and from 2:00 PM to 5:00 PM

In a query about how many staff members of the NGOs could attend the seminar, SCA declared that it is not limited. Some 50 Teacher Trainers of SCA have been invited from various provinces of Afghanistan. Considering limited accommodation facilities, agencies staff would have to have their own accommodation. [NOTE: Accommodation for up to 60 is available at the Pedagogy Institute.]

IIRO announced that the Pedagogy Institute will host this seminar in Jalalabad and IIRO will be involved. SCA welcomed the generosity and accepted gratefully. For further planning a meeting will be held at the SCA office on Wednesday February 22, at 10:00 hrs. SEE ATTACHED.

- ADS asked if NGOs have brought their comments on the agenda for disability workshop. Agencies promised to send their comments as agreed, until Thursday.

- The **Next Meeting** was announced for March 13th, at 10:00 hrs, but as this is a conflict with the Jalalabad TT Seminar to which many committee members are invited, THE DATE OF THE NEXT MEETING WAS LATER CHANGED TO 15 MARCH, 10:00 a.m.

Participants:

Dr. Yousif Nuristani **Chairman**BEFARe

Jon Rothenberg	UNHCR	Amir M. Ahmadi	SA/SOS/PG
Kamal Mustafa	IIRO	Moh. Ghassan	IIRO
Shahidi	IRC	Hamida Zai	IRC/FEP
Mohd Qasem	IRC	Barbara Peterson	SCA
Roza Gul	SCA	Mia Jan	NPO/RRAA
Mohammad Suleman	ADA	Gh. Sakhi Ludin	ADA
Gh. Dastagir Hazrati	BEFARe		
M. Hussain Rahimy	SAA	Gul Noor	ARF
Mohammad Gul Wahidi	UNDCP		
Dr. Sayed K. Bakhtari	AGBAS-ED		
Mohd Nasim Qasimi	BEFARe		
Prof. Dr. Mohd Rahim Elham	BEFARe		
Abdul Rahman Sahak	ADS		
Dr. Gul Jan Wardak	Observer		
Abdul Rahim	ISRA		
Naqib A. Noory	ACBAR		

Education

Meeting
Date 21-02-95
Plaoe UNHCR
Time: 9.00 a.m.

Mr. Jonathan Rothenberg UNHCR
Mr. Ahmadi SOS/PG
Mr. Roza Gul SCA
Prof. Elham BEFARe
Dr. Bakhtari BEFARe
Mr. Qasimi BEFARe
Mr. Mohammad Shah Khan BEFARe
Dr. Yusuf Nuristani BEFARe
Mr. Shahedi IRC
Mr. Rangeen Shah Edu.Cell
Mr. Shafiq Ahmad ACBAR

Objective of the meeting to come up with suitable textbooks for the UNHCR sponsored schools for the coming Academic year. Discussions were held on the following 3 points.

1. Can we use UNO produced text-books
2. Compile new text-books
3. Come up with other alternative, to use books produced by other organizations

Mr. Rangeen Shah from Education Cell pointed out that UNO produced books are collected from the students at the end of the academic year. For this reason every school Headmasters and the teachers are given clear instructions to collect the text-books from the students following their final examinations.

Mr.Mohammad Shah Khan from BEFARe mentioned that the idea is very good but our past experience has revealed that most of the books are worn out and mutiliated. Many front and last pages are missing. The pictures in the books, are coloured, most of the time beyond recognition, therefore the majority of the students will require new books.

Available books on different subjects were taken into account and the introduction of books produced by SCA, BEFARe and Pakistan Text-Book Board particularly in (Urdu English) were considered a possible alternative for the primary level from G1-6. UNO and IRC produced text-books for the upper level from G7-12 but no final decision was taken. All of the group members felt the need for the participation of UNO and ECA representatives in the future meeting which will be held on Tuesday March 7 at 10.00 a.m. at UNHCR.

A 4 member committee was assigned to look at the Islamiat book produced by BEFARe for G-3 and the materials in use by SCA in this subject in order to find out which book best satisfys the students needs in religious understanding.

BEFARe feels that the book produced by them is a new approach in teaching Islamiat. Because in addition to religious teaching it has messages about peace, unity, brotherhood and cooperation among people. It has also which could prove more useful , in better understanding of the religion of Islam by students.

The 4 member committee has requested to submit their findings and recommendations in the next meeting.

Brief discussions were held to offer some supplementary material. Mr. Roza Gul introduced a small booklet by Mr. Habibullah Rafi on the proper writing skills. This book had very good messages about unity, peace and patriotism for all Afghans. The group thought this book will be a good help for the teachers to improve their hand writing. Improvement of hand writing of the teacher is certainly going to affect the writing skills of the students in positive ways.

Minutes\M-21-2-9

ACBAR
EDUCATION SUB-COMMITTEE MEETING
Tuesday 7 March 1995

Minutes of the meeting with a delegation from the Afghan Ministry of Education at UNHCR Office

By Shafiq Ahmad

The Participants

- Jon Rothenberg (**CHAIRMAN**)	UNHCR
- Niaz Ahmad	UNHCR
- Linda Anderson	IRC
- Bjorn Hagen	SCA
- Barbara Peterson	SCA
- Roza Gul	SCA
- Amir M. Ahmadi	SA/SOS/PG. BELGIUM
- Prof. Elham	BEFARe
- Mohammad Shah Khan	BEFARe
- Rangin Shah Khan	Edu. Cell A/Refugees
- Mia Jan	NPO/RRAA
- N. H. Dupree	ARIC/ACBAR
- Karim Rahimi	ACBAR
- A. Jawed Ludin	ACBAR

The Delegation:

- Mawlawi Amirzada, Advisor to the Minister of Education (**Head of delegation**);
- Payenda Mohammad Atmar, Department of Basic Education, Ministry of Education (member of the delegation); and

Two other members of the delegation had not arrived in Peshawar; they were expected to attend the next meetings.

The Chairman thanked the delegation for their participation and briefed them on the original objectives of the meeting. In view of their attendance, he agreed to defer some of the proposed items on the agenda; the delegation was then requested to outline the objectives of their visit to Peshawar.

Referring to past visits, Malawi Amirzada, Advisor to the Minister for Education, stated that he had made many trips to Peshawar to look at education. His last visit had proved rather unsatisfactory - UNO had promised to print textbooks for the Ministry of Education, but so far this had not been done. However, he was pleased by earlier invitations made to him by SCA and BEFARe and for the assistance given to him by these agencies.

He further added, that from his last meeting with NGOs at the ACBAR office, it was obvious

that NGOs would not be able to print the required number of textbooks, as requested by the Ministry of Education, unless joint action was taken. This fact together the obvious willingness of NGOs to extend all possible assistance to the Ministry of Education was conveyed to the Minister and welcomed.

With regard this visit, the Advisor stated that, after receiving the letter from ACBAR, an urgent meeting was called and a four-member delegation was assigned to go to Peshawar. The Advisor was also asked by the Afghan President to meet NGOs in Peshawar and seek all possible assistance for education in Afghanistan. The team was authorized to make any agreements with NGOs to do with printing certain textbooks, the Advisor maintained.

The SCA Director welcomed the delegation and commented that his agency would continue their assistance to Afghanistan on a neutral basis. He stated that they have money to print textbooks for rural Afghanistan and some 150,000 students are waiting for textbooks to be printed and supplied. The SCA have used their own textbooks in different parts of the country for about ten years and wants to print them for this year; new textbooks could be discussed and developed for the future. There was no premium on their books and, as the aim was to print as many books as possible, the SCA wanted to keep the cost of printing as low as possible.

The Chairman then briefed the delegation on some background information in connection to the textbooks printing for UNHCR sponsored schools in Pakistan. He referred to the three key points discussed at the last meeting:

a) EPA/ECA should come with the books and show them to NGOs;
b) in case of EPA/ECA refused to agree, then a combined textbook be developed; and
c) NGOs should produce a list of currently available textbooks.

For the refugee schools, the Chairman said that such a list has been prepared and was ready to be printed. However, this list could not necessarily be used for schools in Afghanistan. He appreciated the participation at the meeting of the representatives - both from the Ministry of Education as well as the Education Cell. UNHCR is planning to print textbooks for the refugee schools and, if agreed, the same books could be made available - in the future and after some changes - for schools inside Afghanistan.

It was then mentioned to the Delegation that a group of NGO representatives from different agencies had already been to the EPA and ECA offices to see the revised textbooks. However, only 2 had been seen. The meeting requested the delegation to persuade ECA and EPA to cooperate with the NGOs. In view of the short time left, it was vital that either EPA/ECA made the textbooks available or the NGOs should be able to print their own textbooks. The textbooks from the various agencies could be given to the delegation and any points could be addressed in the future.

UNHCR informed the delegation that a list of textbooks had been agreed to be printed for refugee schools. The list included textbooks from BEFARe, SCA and IRC. The textbooks, after some changes, could be used for schools inside the country as well.

The delegation was requested to see the list of textbooks and if it is acceptable for them, then organization having money at hand could start printing. However, further changes/improvements could be considered for the future simultaneously.

The Advisor stated that as far as they were concerned, refugee schools were not of significant interest to them; their main concern was schools in and around Kabul, where the Provincial population is estimated to be around 7 million.

The Advisor stressed the need for a unified curriculum. He mentioned India as an example, where, despite an enormous population and a large number of separate religions, ONLY one unified curriculum is used.

One member of the delegation, stated that he had been involved in the revision of the curriculum; he had tried unsuccessfully to find a copy of this revised curriculum. He was told that this was available in Pakistan. On the question of printing the NGOs' textbooks, he stated that this would require further study by different departments of the Ministry of Education, which would take time.

The Advisor stated that he would force EPA/ECA to let their textbooks be printed freely so that Afghan children were not deprived of education. If the textbooks were not made available by EPA/ECA, an alternative solution would certainly be agreed.

In case the revised textbooks were not available from EPA or ECA, one suggestion was, as an alternative solution, that the old textbooks could be revised in accordance to the list of corrections agreed by the Ministry of Education. This list could be obtained from the Ministry of Education.

On a question about a fee for copyright, it was understood that UNO does not have the right to claim for 10 percent copyright, which has apparently been asked for. The textbooks, produced by the Education Center for Afghanistan, are the property of the Afghan Ministry of Education. The Ministry's name is written on the cover of the books.

It was finally agreed that the delegation would pursue the various questions with EPA and ECA and the outcome of any discussions would be reported back to the NGOs at the SCA meeting for the Combined Work Plan - to be held in the next few days.

The delegation was also assured that the various NGO textbooks were in fact not much different from the UNO books; SCA also added that they can provide proof that UNO has actually copied parts of the SCA textbooks.

It was further suggested that if textbooks are printed collectively by NGOs, this would result in low costs and, hence, significant savings. The formation of a small sub-committee was proposed.

ATTACHED PLEASE FIND:

a) two letters sent to the ministry of education

b) letter from the ministry of education - introducing the delegation.

ACBAR
EDUCATION SUB-COMMITTEE MEETING
Tuesday 28 March 1995

By Shafiq Ahmad

An apology message from the Chairman, Dr. Nooristani, for not being able to attend the meeting was conveyed. As the Deputy Chairperson was not present either, the meeting was started with Mr. Amir Mohammad Ahmadi in the chair.

I. Approval of the agenda and minutes of the last meeting

The agenda was approved by adding the following four items under Any other business:

a), Distribution of the last draft of the Combined Work Plan for 1995;
b) Supplementary materials;
c) Access of disabled persons to schools; and
d) Access of vulnerable groups to schools.

Minutes of the last meeting were approved.

II. Announcements

ACBAR has started data entry of the Database of Teacher Training, however, some agencies have not provided all the information requested in the input-form.

Dr. Gul Jan Wror, Curriculum Specialist, announced that he has prepared a two-page alphabet chart, which can help children learn the alphabets as well as their correct sounds. Interested individuals can obtain the chart from Dr. Gul Jan.

III. Briefing by the delegation of the Afghan Ministry of Education - headed by the Advisor to the Minister

His excellency the Advisor to the Afghan Minister for Education, briefed the members on some background information. Minutes of the two meetings held with the delegation in UNHCR and SCA offices have already been circulated to the members. Interested individuals can still obtain copies of the minutes from ACBAR office.

The Advisor informed the floor of the decision made in the meeting at SCA wherein a five- member group was formed to view the textbooks available in Education Center for Afghanistan (ECA). The Group included representatives from SCA, IRC, BEFARe, PSD and ECA. ECA, in the past, was not ready to make the revised textbooks available to be viewed by the agencies. However, as a result of an effort made by the Delegation the

textbooks were presented to the Group.

He expressed his dissatisfaction for the nonparticipation of BEFARe's representatives in the meetings. He stated that the Group had viewed the textbooks of grade one to six and agreed on ECA's textbooks to be printed.

The Advisor referred to his visit to some of UNHCR supported schools in Mardan. A student was asked to read and translate the sentence "Hamar Mulk Pakistan Hai" meaning Pakistan is our country. The student read the sentence and said "Pakistan is our country".

He expressed his happiness for the agreement of UNHCR to print ECA's textbooks for both the refugee schools as well as for schools inside Afghanistan.

He once again insisted on printing unified textbooks for all over the country. The Ministry of Education will not allow different textbooks to be used in the country, the Advisor maintained. He then requested the agencies to let the delegation know which agency is going to print how many books for schools in Kabul city.

The following three assignments identified while viewing the textbooks were brought to the attention of the Delegation by Mr. Roza Gul Khan of SCA:

a) The Delegation will provide the agencies with accurate and real statistics on the number of schools, number of textbooks needed for each grade;

b) NGOs will prepare help proposals based on the statistics from the Ministry of Education; and

c) ECA will start the calligraphy of the textbooks.

The Advisor stated that the data is available and will be provided to the agencies shortly.

The Advisor was asked as to whether or not different textbooks are acceptable for the Ministry of Education. He referred the question back to the participants. Most of the participants were not in favor of different textbooks.

Most agencies involved in textbooks printing had agreed to print ECA's textbooks. It was requested to the Delegation that BEFARe has good materials and should, therefore, not be ignored.

It was brought to the attention of the members that the Department of Compilation and Translation - as stated in the preface of each book - reviews the textbook in three years time. The Advisor promised to take BEFARe's textbooks for consideration in the future revisions.

CONCLUSIONS:

Most agencies involved in textbooks printing, except BEFARe whose representative did not attend the meeting, agreed to print ECA's textbooks, which had been revised by the Ministry of Education and is fully acceptable for the Ministry;

The Delegation will provide the agencies with accurate and real data as soon as possible, so that the NGOs would be able to help them prepare proposals on the basis of the data. The Delegation stated that it seems almost impossible to find hundred percent accurate and real data - considering the current situation in Kabul city. On the other hand, it would require lots of times and efforts. However, the current statistics available in the Ministry of Education had not been made on the basis of guesses;

The agencies, after receiving the statistics from the Delegation, will start preparation of proposals for the textbooks to be printed for the Ministry of Education for schools in Kabul city. It was proposed that donors should be approached through a joint efforts - through ACBAR. ECA promised that they will also try to find some funds to print books for the Ministry of Education; and

For printing textbooks, it was proposed that all agencies print the textbooks in one place. This would help reduction in the prices. It was proposed that a small group of the involved agencies be formed to discuss the issue.

IV. **Any other business**

A) DISTRIBUTION OF THE LAST DRAFT OF WORK PLAN FOR 1995:

Barbara Peterson of SCA distributed the last draft of the Work Plan for 1995 and requested the concerned agencies to immediately review the document to make sure their inputs have been reflected correctly. The document will by finalized on 13 April 1995.

B) SUPPLEMENTARY MATERIALS:

To discuss the issue, BBC, CARE, UNDCP, ADS, SOS/PG Belgium, IRC, PSD, SCA and ACBAR were selected as members of a working group. BBC volunteered to arrange the first meeting of the Working Group, wherein a Chairperson will be selected and methodology of work will be identified.

The other two items - access of disabled to schools & access of vulnerable groups to schools - could not be discussed due to a long discussions on the Item III. These two items will be discussed in the future meetings.

The Taliban, acting as the conscience of the country had then contacted each other and decided that it was time for a change. Their first concern had been Kandahar City where inter factional fighting between various commanders had made the city a virtual "no go" area. After taking Kandahar, the movement had snow-balled and the support from the rural areas for peace and security had enabled them to reach their current position of being in charge of some 75 percent of the country. It is the people who have demanded their intervention and the Taliban, as Afghans, cannot refuse these demands.

During their time, they had determined the conditions by which people in areas under their control were expected to live. They had long believed (through their training) that their version of the Islamic faith should be introduced. However, their main two concerns had been to create an environment of security within the country and to disarm the population. They felt sure that most Afghans were happy with the result and felt freer.

Afghanistan needed aid. There was much work to be done in the reconstruction of the country and the aid community was desperately needed.

On the question of education, this was they considered their top priority. The world community had spread false rumours about their activities and this was the opposite of the reality within the country. One of their main aims was to raise the level of literacy for all children. He hoped that the aid community would not remove the aid because of some small misunderstandings.

13 May UNICEF Offices Kandahar City

The main discussion opened on the morning of 13 May at the offices of UNICEF; by UNICEF:

The donors were very pleased with the security brought by the Taliban; and the aid community was pleased to note the desire of the Taliban Movement to move forward to developmental issues. Within this the aid community would like to promote education which was vital for development. However, the community were well aware that there were certain rules or constraints which would affect their ability to provide education support. The donor community was particularly concerned. This Workshop had been designed as an opportunity to hold informal and frank discussions about education and try and find ways around the key problem areas.

It was, hence, vital that more was known about the rules and for the Taliban to understand the mandates of the aid community. The key aim is to benefit the children of the country and it was felt that discussion might lead to some central position being taken.

What were the Taliban plans for education? Education was described as a top priority but there was a need to understand further the Taliban's perception of education. What was "education" in the minds of the Taliban - what did it involve?

Mullah Hassan: Education was vitally needed by everyone for the country to make any progress. During 19 years of war most resources have been lost and it is not possible for the authorities to do much. Why there is not any education now is easy to see and understand. How to make it work was the question. There is not even a current curriculum that exists now.

The Department of Education has no money or income:

- schools destroyed;
- no salaries for teachers;
- the average civil servant earns Afs.200,000;
- school expenses cannot be met;
- the priorities now must be such as the IDPs from Badghis;
- main cause of all is the fighting - people are mentally busy in war - many people were involved in fighting or sick in hospital from the war - this affects most families;

The Participants

THE DELEGATION:

- MAWLAVI AMIRZADA	HEAD OF THE DELEGATION
- ABDUL SATAR	MEMBER
- PAINDA M. ATMAR	MEMBER

THE AGENCIES:

- SHAHIDI	IRC
- A. R. SAHAK	ADS
- S. IBRAHIM ABDALI	UNO/EPA
- W. M. RAHIMI	UNO/EPA
- A. SHAKOOR	ECA
- BARBARA PETERSON	SCA
- ROZA GUL	SCA
- AMIR M. AHMADI	SA/SOS/PG. BELGIUM
- M. ABBAS	PSD
- ELLEN VAN KALMTHOUT	CARE AFGHANISTAN
- MAI JAN	NPO/RRAA
- ENG. ESTAMT	ADA
- DR. GUL JAN WROR	OBSERVER
- BIRDIE K.	BBC AED.
- DR. FAIZ	SC-SU
- A. R. SAHAK	ADS
- HEATHER B.	RDA
- ABDUL RAHIM	ISRA
- N. H. DUPREE	ARIC/ACBAR
- KARIM RAHIMI	ACBAR
- A. JAWED LUDIN	ACBAR

ACBAR
EDUCATION SUB-COMMITTEE MEETING
Sunday 9 April 1995

By Shafiq Ahmad

The Chairman, Dr. Nuristani, apologized for not being able to attend the last meeting.

I. **Approval of the agenda and minutes of the last meeting**

The agenda and minutes of the last meeting were approved.

II. **Announcements**

It was announced that the ACBAR Training Sub-committee is organizing an exhibition "Eastern Zone Afghan Training Programs Exhibition" in Jalalabad. The exhibition will be held from 17 to 19 April 1995 in Spenghar Hotel, Jalalabad. Interested individuals are welcome to visit the exhibition. Questions concerning the exhibition were answered.

Ms. Ellen van Kalmthout, Chairperson Working Group on supplementary materials, requested the members going to the exhibition to look for useful supplementary materials.

ACBAR further announced that work on Database of Teacher Training Programs is going on. The database will hopefully be completed in the near future.

Three more agencies - CARE International, UNDCP and ISRA will also provide the data. Agencies not having all the requested information in the input-form for the database were requested to try to obtain all the required information for the future.

NPO/RRAA will hopefully complete an exercise called "Participatory Assessments of Needs (PAN)" by the end of August 1995. The exercise is aimed at collecting information from the community. Based on the information obtained, proposals will be developed. The assessment covers all sectors and the findings would be made available to all interested bodies to be used by them as well.

On methodology of the exercise, the representative said that community representatives will be elected through a voting system. The elected representatives together with staff of NPO will identify the needs/priorities. The exercise will be conducted in Laghman, Nangarhar, Balkh, Baghlan, Herat, Paktia and Paktika provinces.

Barbara Peterson of SCA announced that the Working Plan will hopefully be finalized on 13 April 1995, as promised earlier. A copy of the final report will be made available to all concerned organizations.

A book on primary curriculum in Afghanistan was brought to the attention of the participants by Dr. Gul Jan Wror, Curriculum Specialist. The book has been prepared based on a study of various school materials promoting national unity. He requested agencies working on curriculum to study the book.

III. Briefing by the working group - supplementary materials

Ellen van Kalmthout, who was elected as the Chairperson of the Working Group at the first meeting of the Working Group on 13 March 1995, briefed the house on the objectives, issues discussed and decisions made at the first meeting of the Working Group.

The meeting was aimed at finding out what supplementary materials are available/could be obtained for use in school programs in Afghanistan. Lots of interesting materials were found during the meeting ie 'Mashal'- a book on how to write in accordance to the calligraphy rules and regulations. The book, beside teaching calligraphy, has simple messages of various types which could be understandable for children. Other materials found included alphabet charts prepared by Dr. Gul Jan Wror and Street Games by Mr. Wahidi of UNDCP. It was also pointed out in the meeting that BBC is going to produce especial edition of 'New Home New Life' magazine to be used in schools. This would be a pilot project.

To get an accurate picture of what supplementary materials are available, it was decided that a list of all available supplementary materials be sent to ARIC/ACBAR. ARIC will check the list and request agencies to send the materials not deposited in ARIC. An exhibition would then be organized.

To this end, a letter from Ellen and Shafiq Ahmad has been circulated to agencies involved in education and health requesting them to send the list by Sunday 9 April. The Chairperson Working Group, requested the agencies to send the list as soon as possible, so that the exhibition could be organized on the proposed date - Sunday 23 April 1995 at 11:00 am. The exhibition will be open to all interested individuals.

The Working Group will meet again on Sunday 23 April 1995 at 10:00 am. Interested members of the Education Sub-committee are also welcome to attend.

IV. Helping frame a proposal for textbook printing for the Afghan Ministry of Education

In a series of meetings with a delegation from the Afghan Ministry of Education - headed by the Advisor to the Minister - Re: textbooks printing for schools in Kabul city and curriculum, the NGOs promised to find ways and means as to how the Ministry could be assisted in printing the textbooks. It was proposed that donors should be approached through a joint effort. At the same time, the Ministry was requested to provide NGOs with accurate statistics on number of schools, students in each grade etc. so that a proposal could be made on the basis of an accurate statistic.

The Delegation provided ACBAR with a list - indicating number of students in each grade - available with them. The list was circulated to the participants. They, however, promised to send a more accurate, up-to-date and detailed list as soon as they reach the Ministry.

To cope with the issue, the participants were divided into three groups. Each group was suggested to brainstorm on one of the following issues:

i) to list potential donors;
ii) to list other materials needed for schools; and
iii) to find out number of books for each grade.

The outcomes of the brainstorming will be made available at the next Education Sub-committee meeting.

V. **Any other business**

A request for assistance to a newly established high school for girls and boys by Afghanistan Rebuilding Foundation (ARF), was circulated to the participants.

* * * * * * * * * * *

THE NEXT EDUCATION SUB-COMMITTEE MEETING WILL BE CALLED ON 30 APRIL AT 10:00 AM IN ACBAR CONFERENCE ROOM. REMINDER AND AGENDA WILL BE CIRCULATED LATER.

The Participants

- DR. YUSUF NURISTANI (CHAIRMAN)	GTZ-BEFARe
- ELLEN VAN KALMTHOUT	CARE AFGHANISTAN
- SULTAN MOHD JOYAN	CARE AFGHANISTAN
- MOHAMMAD QASIM	IRC/HED
- W. M. RAHIMI	UNO/EPA
- A. SHAKOOR	ECA
- BARBARA PETERSON	SCA
- MAI JAN	NPO/RRAA
- ENG. ESTAMT	ADA
- DR. GUL JAN WROR	OBSERVER
- DR. FAIZ	SC-SU
- ABDUL RAHIM	ISRA
- ENG. MOHD HASHIM RAHIN	RB/TU
- NIAZ AHMAD	UNHCR
- JEHAN ZEB	UNDCP/ADCRP
- GUL NOOR	ARF

ACBAR
EDUCATION SUB-COMMITTEE

SUPPLEMENTARY MATERIALS WORKING GROUP
Sunday 23 April 1995

By Shafiq Ahmad

Ms. Ellen van Kalmthout, Chairperson Supplementary Materials, thanked members of the Working Group for their participation; two guests from SC-US Islamabad; the agencies for displaying their supplementary materials; and ARIC/ACBAR for mounting the Exhibition.

She stated that this was the second meeting of the Working Group called since its establishment. As the definition for Supplementary Materials was not clear enough, the materials were categorized as follows:

<u>SUPPLEMENTARY MATERIALS</u>

a) <u>STUDENTS SUPPLEMENTARY MATERIALS:</u>
that could be used by school students beyond the textbooks ie reading materials, exercises etc.;

b) <u>TEACHER SUPPORT MATERIALS:</u>
that could assist teachers in teaching various subjects ie flash cards, maps, charts etc.;

<u>OTHER MATERIALS</u>

c) <u>TEACHERS TRAINING MATERIALS:</u>
produced to train teachers on methodology, subject matters, classroom management etc.;

d) <u>RESOURCE MATERIALS:</u>
that could be used by teachers or train teachers to develop lessons;

e) <u>STUDENTS TEXTBOOKS</u>; and

f) <u>TEACHER'S GUIDE.</u>

The Chairperson stated that beside supplementary materials for school students, agencies have also displayed some other good materials, which could be used for other purposes. The Working Group, as far as its task is concerned, will look for those materials coming under the first two categories defined above.

As many of the supplementary materials, especially from IRC, were hand made, dissemination and further production of these materials were of question to the members.

IRC, in response to a question, stated that they obtain only the models of the materials and train teachers on how to produce these materials. They have manual for production of the materials and distribute it to teachers at the end of seminars. It was suggested that a manual be developed showing how to produce the materials, using pictures and instructions.

It was decided that a complete list of the available materials, in accordance to the categories defined above, with some other details be prepared. To this end, a format will be produced and circulated to the concerned organizations.

Further discussions on dissemination and production of these materials will be held as soon as the list is obtained.

ARIC/ACBAR requested the agencies to give their own titles for their materials, so that they could be deposited with the same titles. This would help future cross-check of the material lists with the agencies. The latest problem of ARIC with the list of supplementary materials was brought to the attention of the agencies. It was stated that some materials were available in ARIC, but because of being deposited with different titles it was difficult to find out from the agencies list as to whether or not the materials were in ARIC.

The exhibition was very interesting and many materials were displayed. Many good ideas and examples of school materials exist among the agencies.

The Participants

- ELLEN VAN KALMTHOUT (**Chairperson**)	CARE AFGHANISTAN
- SULTAN MOHD JOYAN	CARE AFGHANISTAN
- SHAHIDI	IRC/STT
- NOOR MOHAMMAD	IRC/HANGU EDUC. PRO.
- GUL HABIB	IRC/HANGU EDUC. PRO.
- ROZA GUL	SCA
- PAMELA COLLETT	SC-SU ISLAMABAD
- RUKHSHANA SARWAR	SC-SU ISLAMABAD
- ZUBAIDA MUHSEN	RB/TU
- ENG. MOHD ABAS	PSD
- NANCY H. DUPREE	ARIC/ACBAR
- M. FAHIM RAHIYAR	ARIC/ACBAR

ACBAR
EDUCATION SUB-COMMITTEE MEETING
Sunday 30 April 1995

By Shafiq Ahmad

I. Approval of the agenda and minutes of the last meeting

The agenda and minutes of the last meeting were approved.

II. Announcements

No announcement was made.

III. Briefing by the working group - supplementary materials

Ms. Ellen van Kalmthout, the Chairperson Working Group, briefed the members on the Exhibition of supplementary materials on 23 April 1995 at ARIC - mounted by the Working Group on Supplementary Materials. She also informed the floor of the second meeting of the Working Group on the same day (**Please find a copy of the minutes attached**). The purpose of the Exhibition was to give an overview of what materials are available and how they could be used. There were many innovative ideas in the exhibition, the Chairperson maintained.

A total of 12 agencies displayed their materials. Since other materials - good for other purposes - were exhibited too, the materials were categorized. Each category was explained and has also been recorded both in the minutes of the Working Group meeting as well as in the Guidelines for the inventory form.

The Chairperson stated that there were really few supplementary materials, with which students could practice to enhance reading and writing skills. Most of the materials were teaching aid materials.

To make a detailed report on the available supplementary materials, a form plus guidelines for completing the form had been developed. The form and the guidelines were circulated to the members for their comments. One more column was added to the form. The form will be changed accordingly and circulated to the concerned organizations.

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DISCUSSIONS:

SCA stated that there are some supplementary materials neither produced by agencies nor they are for sale, but they could still be obtained from different sources. It was asked as

to whether or not these materials be included in the list. Inclusion of such materials, which could be copied and used after permission of their production sources, was advised.

ARIC/ACBAR circulated a list of the available supplementary materials in ARIC. Agencies concerned were requested to included these materials in the new format as some other details are requested too.

ADA asked that how these materials could be used. The agency suggested that a workshop/seminar be conducted for this purpose. The representative claimed that teachers may have difficulties in using these materials.

In response to the question, it was said that the agencies that are currently using the materials are in fact piloting them. Based on experiences of agencies, a line of action could be to eventually recommend a list of proven materials to the Ministry of Education.

Considering the very poor condition of the Government supported schools wherein ONE textbook is used for one class, EPA was pessimistic of the practicality of the issue.

NCA/NRC suggested that a unified supplementary materials be recommended to the Ministry of Education.

Dr. Nuristani, Chairman Education Sub-committee, apologized for not being able to view the exhibition due to his involvement in a workshop. He thanked Ms. Ellen, ARIC/ACBAR and the participating agencies for mounting the exhibition.

IV. <u>Outcome of the brainstorming on helping frame a proposal for textbook printing for the Afghan Ministry of Education</u>

ACBAR briefed the members on the issue and circulated the outcome of the brainstorming session at the Education Sub-committee meeting on 9 April 1995. Attached please find a copy of the outcome.

<u>DISCUSSIONS:</u>

Accuracy of the statistics based on which the calculations were made was asked by SCA. Taking the current circumstances into account, it was believed that obtaining a hundred percent accurate statistic would be an impossible task. The participants agreed that in case of over estimation of number of students, the textbooks could be used to cover schools in different district of Kabul Province.

The following five people were selected to prepare the proposal:

- S. B. Ekanayake	UNESCO
- W. M. Rahimi	EPA
- Roza Gul Khan	SCA
- Noor Mohammad	IRC
- Shafiq Ahmad	ACBAR

The Group was requested to submit the draft proposal to the next Education Sub-committee meeting (14 May 1995) for comments of the members.

The first meeting of the group was scheduled for Wednesday 4 May 1995 at 9:00 am at ACBAR Office.

Ms. Ellen requested the Group to consider the following two points:

a) to first write an outline proposal, with the main objectives, activities, actors and costs. Such a proposal does not need to be specific down to the last detail. Such an outline proposal could be used for discussion with donors. Once donors show interest, a detailed proposal can be developed.

b) to consider different options. For example; a budget calculated on the basis of an "ideal" situation, with books for individual students, classroom materials etc., but also less ideal but workable packages, for example Primary School Packages, or Classroom Packages.

V. Any other business

A request for assistance to a female Madrasa in Shamshatu camp was circulated to the participants.

The next Education Sub-committee meeting will be held 28 May 1995 at 10:00 am.

IMPORTANT:
THE MEETING SCHEDULED FOR 14 MAY HAS BEEN CANCELED DUE TO THE FACT THAT THE DRAFT PROPOSAL FOR TEXTBOOKS COULD NOT BE PREPARED BECAUSE OF A WEEK LONG EID HOLIDAYS.

The Participants

- DR. YUSUF NURISTANI (CHAIRMAN)	GTZ-BEFARe
- ELLEN VAN KALMTHOUT	CARE AFGHANISTAN
- S. B. EKANAYAKE	UNESCO
- HAMIDA ZIA	IRC/FEP
- NAZIFA ABEDI	IRC/FEP
- N. H. DUPREE	ARIC/ACBAR
- MOHAMMAD EHSAN	NCA/NRC
- MOHAMMAD QASIM	IRC/HED
- NOOR MOHAMMAD	IRC/HANGU EDUC.
- W. M. RAHIMI	UNO/EPA
- MOHAMMAD SULEMAN	ADA
- ROZA GUL	SCA
- ABDUL RAHIM	ISRA
- GUL NOOR	ARF

ACBAR
EMERGENCY EDUCATION SUB-COMMITTEE MEETING
Sunday 21 May 1995

By Shafiq Ahmad

At the Education Sub-committee meeting of 30 April 1995, a group of five people were assigned to help the Afghan Ministry of Education to frame a proposal for textbooks printing for the newly restarted schools in Kabul city.

The group drafted a proposal and decided that an emergency meeting of the Education Sub-committee be called to comment on the proposal.

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Dr. Nuristani, the Chairman, thanked the Working Group for their work and requested 15 minutes for going through the document. Followings are some of the main comments:

- The proposal should not be submitted through ACBAR Education Sub-committee. Some thought it could, however, be possible if the Ministry agrees; others believe this is not in the mandate of ACBAR and should not be considered;

- The Implementation Methodology identified in the document should be totally changed. This could be formulated after discussions with the Ministry of Education; and

- Administration, transportation and distribution costs identified in the document should be justified.

Considering the urgent need for the textbooks, the members assigned a group to go to Kabul and discuss the issue with the Ministry of Education. The Group includes: Dr. Nuristani, Ms. Nancy H. Dupree, Mr. Roza Gul, Mr. Noor Mohammad, Mr. Abdul Shakoor and Shafiq Ahmad. The Group will leave Peshawar on Friday 26 May 1995.

The proposal will be changed according to the comments of the members and the Ministry will be presented with the revised proposal for their comments and formulation of the implementation methodology in consultation with the Sub-committee delegation.

- because of this many believe Taliban is against education;
- in areas where the Taliban cooperate with NGOs there is education;
- the Department has a list of Kandahar centres where education is taking place;
- the Taliban have reactivated education in main centres - primary, secondary and university are all open in Kabul, Jalalabad, Kandahar and Herat.

There are also a number of centres for girls - eg there is a school for 120 girls not far from the centre of Kandahar.

There are not enough teachers - some have problems and are absent. There is no furniture and no materials.

The population has grown and, hence, there are more children needing education. The factors facing us are lack of teachers, lack of stationary and lack of buildings. Education, therefore, is very weak and there are not any finances available.

On Girls education: this is not being currently approved because of a lack of resources, stationary, schools and security such as transportation. Transportation is vital - so that girls do not face any problems attending schools - they may get raped or abducted if they go alone to the schools. This must be provided if schools are to exist and there is no way that we can provide this type of security under the current conditions.

It is only propaganda that women do not have access to education and do not have any access to health facilities. Our demand is that minor issues are not made big. Even the Education Department is in a school and not a Government building because of resources (note: the Education Department is in a girls school).

The situation is fluctuating; we are in a war condition. Home schools exist. This proves that we do not have the necessary resources but it also proves we are not against education for girls. If International agencies had helped at the beginning then most of these small problems would have been solved.

There is a health college in Kandahar which has no laboratories. The students cannot gain the day to day experience necessary through this lack of resources. Doctors have no practical experience. If no teacher seminars for the future how can teachers go forward. These are the facts - the question of girls education is minor in the whole scheme of things.

Taliban want education at all costs. There are some 141,000 students in Kandahar and 6,000 at Madrassas. There is no teacher training.

We can see everything. We see no response. The aid community asks why there is no female education but it does not look at the problems facing all education. Medical students do not even have access to clean water - how can they learn under these circumstances. Do we not deserve assistance?

For the future we foresee education, according to Islam, for boys and girls separately. There is an urgent need for transportation for girls for their security. The second objective is to clear the problem of illiteracy.

UNICEF:

UNICEF then made a couple of proposals to be linked together.

a) agencies would be prepared to come to Kandahar and undertake a full assessment of education conditions and facilities. They can carry out a comprehensive study that will enable needs to be fully assessed and plans to be made for the future.

b) A pilot project to establish a number of model schools - say five each for boys and five for girls separately in this area.

Other issues:

a) Payment for the remaining calligraphic work on the textbooks was discussed. SCA and UNHCR have agreed to pay for completing the calligraphy. ECA/EPA, according to UNHCR, have not fulfilled their side of the proposed agreement. In the interest of the urgency of supplying books to the children of Kabul, committee members urged ECA/EPA to take action immediately.

b) Mr. Tommi Laulajainen of UNICEF-APO briefed the members on his recent trip to Kabul. Attached please find an extract from his report.

c) Ms. Barbara Peterson of SCA had prepared a paper on the request of ACBAR - "Education in Afghanistan: The Need and the Role of NGOs" for the Stockholm conference. Attached please find a copy of the paper for your information.

IMPORTANT:

AS THE CHAIRMAN TOGETHER WITH FIVE MEMBERS OF THE EDUCATION SUB-COMMITTEE WILL BE IN KABUL ON SUNDAY 28 MAY 1995, THE EDUCATION SUB-COMMITTEE MEETING SCHEDULED FOR SUNDAY 28 MAY 1995, HAS BEEN CANCELED. NEW DATE AND TIME WILL BE ANNOUNCED AS SOON AS THE GROUP RETURNS FROM KABUL.

The Participants

- Dr. Yusuf Nuristani (**CHAIRMAN**)	GTZ-BEFARe
- Mohammad Nasim Qaimi	GTZ-BEFARe
- Amir Mohammad Ahmadi	SA/SOS/PG. Belgium
- Eng. M. Abas	PSD
- Barbara Peterson	SCA
- Roza Gul	SCA
- Nancy H. Dupree	ARIC/ACBAR
- Noor Mohammad	IRC/Hangu Education Prog.
- W. M. Rahimi	UNO/EPA
- A. Shakoor	ECA
- Tommi Laulajainen	UNICEF
- Abdul Rahim	ISRA
- Jon Rothenberg	UNHCR
- Niaz Ahmad	UNHCR
- Nazifa	IRC/FEP

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 11 June 1995

By Shafiq Ahmad

The participants

- Dr. Yusuf Nooristani (**CHAIRMAN**)	GTZ - BEFARe
- Jon Rothenberg (**DEPUTY CHAIRMAN**)	UNHCR
- Charles MacFadden	ACBAR
- Dr. M. Hirth	GTZ - BEFARe
- Magnus Aberg	SCA
- Barbara Peterson	SCA
- Roza Gul	SCA
- Eng. Mohammad Abbas	PSD
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ACBAR/ARIC
- Dr. Gúljan Wror	Observer
- Niaz Ahmad	UNHCR
- Wahedi	UNDCP
- Amir M. Ahmadi	SA/SOS/PG. Belgium
- Arne Strand	NCA/NRC
- M. Hashim•Shahidi	IRC (STT)
- Hamida Jan	IRC/FEP
- Nazifa Jan	IRC/FEP
- Abdul Rahim	ISRA
- Ken Nikolai	CARITAS
- Dr. Habibullah Frahmand	CBR
- Etebari	Paktia Province
- Haji Mohammad Karim	Educ. Rep. of Paktia
- Shafiq Ahmad	ACBAR

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I. Approval of the agenda and minutes of the last meeting

a) Minutes of the last meeting:
Page 2, Par 1, sentence 2 should read: SCA has agreed to pay for completing the calligraphy, provided ECA sign a contract. The rest of the minutes were approved.

b) The Agenda:
The agenda was approved after adding a brief presentation by Charles MacFadden, Executive Director ACBAR, on Stockholm conference concerning education.

Presentation on Stockholm conference

There was a conference of major donors on 1 and 2 June 1995 in Stockholm, Sweden. The level of presentation was good. Little was said on education, however, it was, like other sectors, generally covered. The impression was that donors seemed sympathetic to the Afghanistan problems. The availability of funds for Afghanistan also depends on the situation in other parts of the world the Director added. The situation in Yugoslavia was mentioned as an example.

Education sector was well-covered in the film produced by ACBAR. Copies of all documents prepared for the conference will be put in the library for information of interested individuals. The Director further added that the conference had made the donors think more about Afghanistan. A report will be produced on the conference and copies will be made available to NGOs.

II. Announcements

SCA circulated charts for the 1995 Work Plans for Educational Rehabilitation in Afghanistan. After feed-back from the concerned agencies the document will be finalized. The agencies were requested to check the budget indicated in the chart and let SCA know any changes by tomorrow. SCA thanked IRC for doing a beautiful job in checking the figures.

III. Report on Kabul mission - Delegation of the Education Sub-committee

Although, a draft report of the mission was circulated earlier, the Chairman, who headed the delegation, briefed the members.

DISCUSSIONS:

A point of usual concern for NGOs involved in textbook printing - AVAILABILITY OF THE REVISED GOVERNMENT APPROVED TEXTBOOKS - was once again the main theme of discussion. Discussions on this point have been continuing since the Education Sub-committee started discussions on curriculum and textbook printing several months ago. Members of the Sub-committee have never been able to overcome this problem. Efforts have several times been made and ways and means have been explored, but unfortunately never worked.

Considering the urgent need of school children for textbooks, the preparation and calligraphic work of the revised textbooks, according to the agencies concerned, was not fast enough. Some agencies who abide by the decision of the Education Sub-committee to use a unified curriculum, have been waiting for a long period of time for the revised textbook. Further wait for such agencies might result in losing the funds available for this purpose and damaging the quality of education in their supported schools. This might at the same time result in reduction of fund for the future as this could indicate the inability of the agencies in proper use of funds.

Since further wait for the agencies was not possible, the agencies inevitably looked for other options. UNHCR wants the textbooks to be ready for distribution at the end of summer vacation and SCA wants the textbooks to be sent to printer immediately. SCA circulated copies of letters indicating their hard efforts for obtaining the revised government approved textbooks, including willingness to pay for calligraphy.

The following three options were presented:

a) to go with the revised textbooks;
b) to go with combination of textbooks; and
c) to go with old textbooks.

The drawback and advantage of each option was clear to the members of the Education Sub-committee. However, it was believed that the easy way will be the revised textbooks, provided their calligraphy is done fast enough.

According to UNO/EPA, six books have so far been sent to the IRC printing press and three will be sent today. UNHCR and ADA have paid the calligraphy cost. UNO/EPA was asked as to whether or not other agencies can print the textbooks whose calligraphy was paid and whether or not the agencies can print the textbooks in other printers. UNO/EPA said that they prefer the IRC printing press.

UNHCR stated that ECA was to have given a letter saying, IRC printing press can print the textbooks for everybody and everybody can print the textbooks anywhere they want. UNO/EPA should be provided with information for statistics purposes.

UNO/EPA was suggested if the textbooks are given to the ACBAR Education Sub-committee, so that they could be made available to the interested organizations more easily.

A following motion was presented for voting:

a) FOR 1995 - 1996 SCHOOL YEAR:
The agencies will use whatever government revised textbooks are ready for printing by today - Sunday 11 June 1995. For the remaining, the NGOs textbooks will be printed. The books will be distributed as soon as possible. Distribution will be started before or at the beginning of August 1995. This is just because of emergency situation.

b) FOR 1996 - 1997 SCHOOL YEAR:
The agencies will use as many government revised textbooks available by the time of printing as possible.

With an exception to UNO/EPA whose representative left the meeting before voting, the vote was unanimous approval.

It was decided that a letter - informing the Ministry of Education of the strategy of the ACBAR Education Sub-committee towards the issue of textbooks - should be sent.

IV. **<u>Final decision on the Proposal</u>**
The members were of the view that this issue could not be discussed unless there is a clear response from the Ministry of Education to the letter of the Education Sub-committee delegation.

V. **<u>Any other business</u>**
A letter from Mr. John Dixon, Director IRC, regarding locating a large number of textbooks in Herat Province was circulated. Attached please find a copy of the letter.

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 25 June 1995

By Shafiq Ahmad

The participants

- Dr. Yusuf Nooristani (**CHAIRMAN**)	BEFARe
- Jon Rothenberg (**DEPUTY CHAIRMAN**)	UNHCR
- Niaz Ahmad	UNHCR
- Barbara Peterson	SCA
- Roza Gul	SCA
- Eng. Mohammad Abbas	PSD
- Mohammad Suleman	ADA
- Safiullah	RAFA
- Wahidi	UNDCP
- Abdul Rahim	ISRA
- Ken Nikolai	CARITAS
- Nazifa Abedi	IRC/FEP
- Dr. Habibullah Farahmand	CBR
- Etebari	Paktia Province
- Shafiq Ahmad	ACBAR

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I. Approval of the agenda and minutes of the last meeting

i) The agenda:
was approved after adding three items under 'Any other business':

a) Letter recieved from the Ministry of Education Re: Response to the letter of the Education Sub-committee delegation;

b) Comments on a draft letter Re: Strategy of ACBAR Education Sub-committee towards the issue of textbook printing; and

c) Request for assistance from: a) Chancellor Kabul University; b) Wafia Educational and Training Center for Orphans; and c) Education and Development programme for Afghan Women.

ii) Minutes of the last meeting were approved.

Mr. Ken Nikolai stated that he had not recieved the minutes of the last meeting. ACBAR promised that CARITAS will be added in the mailing list of the Education Sub-committee.

II. Announcements

SCA announced that the final version of the 1995 Work Plan for Educational Rehabilitation in Afghanistan will be circulated shortly (one copy per organization). It is being circulated with the minutes. If you need one more copy only, request it from SCA. Organization may photocopy this document. Concerned NGOs, UN agencies and donors will be provided with a copy of the document. Interested organizations can also have a copy of the document in computer disk, provided they send the disk to SCA. Text of the document has been prepared in Wordperfect 5.0 and the charts in Lotus 123.

UNHCR announced that officially six books and unofficially 8 books have so far been sent to IRC printing press. During the meeting, it was confirmed - by telephone - with IRC printing press that a total of 11 books have been sent to them by UNO for printing.

ADA announced that hopefully IRC's printing of 42,000 books for grade one for ADA will be completed today.

III. Salaries/sustainability of schools/community involvement/construction of school buildings

It was decided that discussion should be started from 'SALARIES'. To this end job categories were identified and some agencies present in the meeting stated their salaries for the categories. As some concerned agencies were not present and the time was also short, it was decided that a format be produced as soon as possible and circulated to the concerned agencies. The deadline for feed-back from the agencies will be Sunday 2 June 1995. Further discussions on the issue will be followed after the feed-back.

To encourage a useful discussion, the members were requested to think of 'where the resources (cash/in kind) could come from' for the next meeting.

IV. Any other business

a) Letter from the Ministry of Education:
The Dari version of the letter was circulated to the participants. It was stated that due a short time the letter could not be translated. However, the main points were translated and read to the members.

Considering the sensitivity of the letter, it was decided that the letter be translated as soon as possible and circulated to the members before the special meeting take place. A special meeting for this purpose and for other issues was agreed for Sunday 2 June 1995 at 10:00 am at ACBAR conference room. The agenda and reminder will be circulated for the meeting.

b) Comments of the members on the letter to the Ministry of Education:
The draft letter was approved. It was decided that the letter be sent as soon as possible. It should also be mentioned in the letter that response to the letter of the Ministry of Education would be sent after Sunday's special meeting.

c) Request for assistance:
The requests received by ACBAR office were circulated to the participants. Concern was expressed that those requesting help understand ACBAR Sub-committee is made of implementors, not donors.

ACBAR
SPECIAL EDUCATION SUB-COMMITTEE MEETING
Sunday 2 July 1995

By Shafiq Ahmad

<u>The participants</u>

- Dr. Yusuf Nooristani (**CHAIRMAN**)	GTZ/BEFARe
- Jon Rothenberg (**DEPUTY CHAIRMAN**)	UNHCR
- Niaz Ahmad	UNHCR
- Muslima Waziri	NCA/NRC
- Skena Yacoobi	IRC/FEP
- Nazifa Aabedi	IRC/FEP
- Eng. Esmat	ADA
- Mohammad Nasim Qasimi	GTZ/BEFARe
- Sultan Mohammad Joyan	CARE International
- Barbara Peterson	SCA
- Roza Gul	SCA
- Eng. Mohammad Abbas	PSD
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ACBAR/ARIC
- Dr. Guljan Wror Wardak	Observer
- M. Hashim Shahidi	IRC (STT)
- Mohammad Qasem	IRC/HED
- Abdul Rahim	ISRA
- Shafiq Ahmad	ACBAR

* *

This special meeting was called in response to a letter from the Afghan Ministry of Education Re: <u>TEXTBOOK PRINTING</u>. The letter was recieved by ACBAR office on 22 June 1995. Considering the sensitivity of the letter, the members of the Education Sub-committee at the meeting of 25 June, decided that a response to the letter should be prepared in consultation with the members.

The letter was translated and the members were provided with both versions prior to the meeting.

The Chairman read the letter and briefed the members on some background information. The Chairman stated that the letter is in response to some observations made by the Education Sub-committee delegation in Kabul - late May 1995 (previously distributed).

Referring to the third point of the letter, the Chairman said that the design requested by the Ministry of Education (MOE) for the back cover page of the textbooks is something new to BEFARe. They have not seen such a design in the past. However, the MOE is arguing that this

is an old design and millions of books have been printed in this design.

Referring to another point of the letter, where the MOE stated that those NGOs/donors printing the textbooks will be acknowledged in the preface of the textbook, UNO was asked as to whether or not agencies who have printed the revised textbooks are acknowledged. UNO stated that this is a new instruction from the MOE and the prefaces of the books have already been prepared by the Department of Translation and compilation. It was stated that this is the responsibility of UNO/EPA to make sure the agencies are acknowledged in the preface.

Although, the meeting was called to prepare a response to the letter of the MOE, but availability of the revised government approved textbooks was again raised. UNO stated that they have sent some of the textbooks to IRC printing press for printing. Agencies should send their orders to UNO/EPA, which would be then forwarded to IRC printing press.

The procedure required by UNO/EPA for textbook printing was not applicable for the agencies concerned. The agencies, based on the procedure required by their donors, have to look for competitive bidding. This is a worldwide common procedure. This could not be possible, unless the books/samples of the books are made available to agencies.

Availability of textbooks should no longer be a problem, as the MOE has clearly stated in its letter that the textbooks could be printed in any printers, however, they prefer the textbooks to be printed in IRC Printing Press.

The agencies concerned, taking account of their responsibilities towards their donors, expressed their willingness to include IRC Printing Press as a party in the three quotations they are supposed to take. This was mainly because of the preference of MOE, also to assist Afghans to be well experienced in the field of printing and because NGOs would be happy to use IRC.

To move the printing forward, the members urged UNO/EPA to provide them with those books being calligraphied and are ready for printing as soon as possible for quotation purposes. To this end, a small committee, to which the books will be given for quotation, was formed. The Committee members include:

- W. M. Rahimi	UNO/EPA
- Roza Gul	SCA
- Eng. Mohammad Abbas	PSD
- Dr. Guljan Wror Wardak	Observer
- Mohammad Qasem	IRC/HED
- Eng. Esmat	ADA.

UNO/EPA promised to provide the textbooks on Sunday 9 July 1995. The Committee will then go to the market looking for quotations.

A response to the letter of the MOE, the main item of the agenda, will be prepared after the first meeting of the Committee on 9 July.

What are the possibilities of agreement - it would be easy to monitor/evaluate the programmes. And by doing this it would be possible to confirm the perceived wishes for education and the International community would see what could be done in Taliban areas.

Mullah Hassan: The Governor responded that it would be very beneficial if a comprehensive review was made. It would be useful if Education and the team could sit together and see what was needed. It was critical to get the sector going and see what was the cost.

Afternoon Meeting with Head, Education Department.

Study: to make an assessment of the whole education system. To gauge the materials needed. The curriculum question needs to be linked to the study.

On Model schools - already structures exist. Assess what is there, what training requirements were needed, the materials required and the need to upgrade current structures.

The Head Education: Nothing practical comes out of discussion at the moment on these problems. If you help now without conditions it is better.

The Movement may be made up of many different people and views. If we constantly raise an issue and nothing happens, then no change will take place. If you start with a little assistance, visible in the cities, then something is seen as coming, If we adopt this kind of fairness, then the aid community can be seen as cooperating.

Suggest that the aid community does something visible. This is better than having constant complaints that the aid community is doing nothing. The country is at war . The military will not discuss anything.

14 May 1997 meeting with Mullah Mohd. Hassan, Rahmatullah, Fazel Foreign Affairs, and Head Education.

The Taliban Islamic Movement is very grateful for the support and the help in the Education sector. Taliban means "students" - how can we be against education. We support the aim of education for men and for women: it is an obligation to ensure everyone receives education.

Education requires a system. Once a national system has been designed, it will be easy to fit Education into this. Not everyone agrees on the system to be used. We always need a curriculum that is acceptable to all. At the moment this is impossible.

However, we have started education and it goes on all round. We have been telling people that they must learn. The Education Department can provide you with lists of all the activities and you can go and see whenever you want.

We are doing many things based on the need of the people. But the top priority, based on the consensus of the people, is to ensure that people can live and survive in peace with security with law and order.

In Kandahar, there was factional fighting and no law. This was the situation. They had attacked each other from across the streets, from different houses. They forced people to do things against their wishes.

Now a peaceful environment exists. Taliban amaze themselves by this peaceful secure environment. Opportunities now exist, through much personal sacrifice for business and employment.

There is still violation of human rights in Mazar. We cannot accept this. Conditions of law and order are bad. Looting and no law exists. We receive daily reports.

Other issues

- Nancy H. Dupree, who attended the first coordination meeting for education in Kabul, initiated by the UN, reported that Professor Fazil, the Afghan Minister for Education, stated in the meeting that the only reason holding up printing of the textbooks is that NGOs like their logos to be printed on the cover of the books. The members clarified that there must have been a misunderstanding, as the agencies have never had such a demand. There are, needless to say, some other factors holding up the printing process.

  It was further said that getting funds for textbook printing is the biggest problem. The agencies have always tried to get funds, but unfortunately they were blamed for the opposite way round. Preparation of a proposal for textbook printing for Kabul city schools, is an example of the willingness of the agencies for getting the textbook printed.

- Skena Yaccobi, coordinator IRC/FEP, reported that she has visited 24 girl schools in Herat Province. There were only two or three books in each class of some 40 students.

- Lack of textbooks in South east Afghanistan was also reported by Eng. Esmat of ADA who himself visited the region. Students in each school were requesting textbooks.

NOTE: THE NEXT EDUCATION SUB-COMMITTEE MEETING WILL BE HELD AT 10:00 AM SUNDAY 23 JULY 1995. THE AGNEDA WILL BE CIRCULATED LATER.

II. Announcements

The following announcements were made by ACBAR.

- List of materials needed for the Education printing press was recieved and passed on to UNESCO Islamabad. No further information received from UNESCO.

- Comments on the documents made available by the Ministry of Education at the joint meeting in March were sent to the Ministry of Education with a covering letter from ACBAR.

- Document on Education Planning 1996 for Kabul city was received. Copies could be obtained on request. This survey was conducted by UNICEF, Habitat and UNHCR. 65 schools were identified as priority for distribution of school materials and equipment. Distribution will commence at the beginning of the new term.

- Minutes of the two school meetings in Kabul were recieved and could be provided on request. Mr. Ross Everson, Coordinator ACBAR Kabul Office stated that ACBAR Kabul has now taken over this committee. The committee is mainly concentrating on rehabilitation aspect.

- Mr. Ross Everson further announced that the government had contracted with GAA for repairing 5,000 tables and chairs for Kabul schools.

- The Ministry of Education has recieved Afs. 15,000,000 from the Finance Ministry for textbook printing. These information was obtained form a meeting of Mr. Ross with the Education Minister.

- The Minister of Education has particularly requested for provision of science kits. They have got quotation from India and will make it available to ACBAR Kabul office, which will be then passed on to Peshawar.

- SC-US has started a pilot health education program in Kabul schools.

- ARIC/ACBAR received hundreds of supplementary books from UNESCO.

EDUCATION FOR AFGHANS IN PESHAWAR

A great concern was expressed on some private schools and universities for Afghans in Peshawar. There are more than hundred private schools. Some issues of concern included:

- Unclear educational standards/requirements;
- Many schools offer poor quality education;
- Difficult for Afghan parents to judge the quality of schools;

- Easy admission and promotion of students to higher classes;
- Different textbooks and curriculums;
- Lack of professional teachers;
- Lack of proper equipment;
- Lack of proper entrance examination to universities;
- Lack of sustainability;
- Lack of rules and regulations; and
- Lack of control.

Since ACBAR is not in a position to control these schools and there is no other body to be able to do this job, the following suggestions were made to resolve the issue:

- An article be prepared and published for general awareness of parents;
- A letter be sent to CAR;
- A letter be sent to the Ministry of Education indicating the need for the establishment of a cultural section in Afghan Consulate in Peshawar to keep an eye on these schools and higher educational facilities available for Afghans;
- Rules and regulations be prepared by the Ministry of Education;
- Principals/headmasters be invited to a meeting;
- NGOs, if know the schools, list the qualified ones;
- UNESCO be requested to control, as they have such a mandate;
- Ministry of Education had sent a delegation to Peshawar to assess the situation of private schools - this should be followed up;
- UNHCR be requested to be very cautious while providing funds to the schools;
- Follow up on the list of private schools, prepared by UNO/EPA and now with UNHCR;
- Unqualified teachers should be provided with the necessary training; and
- Ministry of Education issues a circular reminding the owners of the schools of the rules and regulations of the Ministry and their responsibility towards the future of these children.

Further discussions will be held on the issue at the next meeting. The members were requested to think of the issue, so that a good conclusion can be reached at the next meeting.

It was further decided that ACBAR will find out about the status of the private school survey with UNHCR, that a draft awareness raising article be prepared, and that a draft letter be prepared for the Ministry of Education in Kabul to appraise the issue.

III. <u>Report from the Working Group on textbook issue</u>
Could not be discussed due to lack of time.

IV. **Overall evaluation of the Education Sub-committee activities**

Could not be discussed either due to lack of time. However, ACBAR was asked to prepare a list of activities undertaken by the Sub-committee and send it with the agenda of the next meeting, so that the members could be better prepared for discussion.

VI. **Any other business**

A) **ESTABLISHING CONTACT WITH THE NEW EDUCATION MINISTER**

There was a general consensus that contact be established with the new Minister. To this end, the following people were assigned to go to Kabul and meet with the Minister:

- Dr. Y. Nuristani	Chairman
- Ellen van Kalmthout	Deputy Chairperson
- Shahidi	IRC
- ~~Roza~~ Gul A. M.	SCA
- Dr. Zadran	CARE
- Prof. Rahimi	UNO
~~- Nazir Ahmad~~	~~BEFARe~~
- Nancy H. Dupree	ARIC/ACBAR
- Shafiq Ahmad	ACBAR

It was suggested that a letter of congratulation be sent to the new Minister and an appointment be made for the delegation.

UNO informed the floor that they have compiled the data on schools and send it to UNHCR, as they promised to further process the data. Since there was no representative of UNHCR, it was suggested that UNHCR should be requested to brief the floor on the issue at the next meeting. Mr. Niaz Ahmad should be contacted regarding the forms and its outcome.

PRESENTATION BY AIL

Postponed for the next meeting. Attached please find a brief description of the agency for your information. Any questions could be asked at the next meeting.

THE NEXT EDUCATION MEETING WILL BE HELD ON SUNDAY 11 AUGUST 1996 AT 10:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

ACBAR
EDUCATION SUB-COMMITTEE MEETING

HELD ON 23 JULY, 1995

BY NAQIB A. NOORY

I. Approval of agenda and minutes of the last meeting.
The agenda and minutes of the last meeting were approved.

II. Announcements
Mr. Fayyaz Gill will be representing CARITAS at the Education Sub-Committee meetings in the future.

UNO has published 200 copies of a Dari to English Dictionary. Organizations/individuals interested to buy the dictionary can contact the UNO office. Cost per copy is US $ 25.00.

Dr. Gul Jan Wror brought some supplementary materials produced before the communist regime. The materials available in charts were showed to participants present at the meeting. Organizations requiring supplementary materials can contact Dr. Gul Jan Wror and he will be pleased to share the materials available.

The chairman thanked Dr. Gul Jan for bringing the information to the attention of the NGOs and asked NGOs to get in touch with him as needed.

III. Briefing by the Sub-Group - quotation for textbook printing
Though some members of the sub-group were not present at the meeting, Dr. Roza Gul updated the meeting.

He said that based on the selection of a 5 member group in a meeting held on 9 July, Prof. Rahimi of UNO promised and brought the books for printing. Books for grades 1-6 were combined together and the Logistics Officer SCA was requested to obtain quotations. List of books to be printed, with number of pages and paper quality and size, has been worked out. Sealed quotations will be obtained in this week and would be opened in public by the group next Sunday.

Nancy Dupree asked if the books were calculated on the basis of SCA's needs/requirements. This was confirmed as the case. She suggested that printing of more copies are cheaper when other agencies also add to it their needs. A unified list of books to be printed would therefore be useful.

UNO said that SCA has been given permission to print the books; NAC has not been given authorization to print although they were included in the SCA list. Each agency wishing to use the UNO books needs to get authorization in advance from UNO and probably a minimal surcharge will be charged.

The issue was further discussed and most of the members were of the opinion that UNO should not charge much as no actual revision work has been undertaken since the past two years.

SCA added that revised books even had a lot of mistakes which were corrected.

UNO said that SCA should have informed UNO of the mistakes in writing as a rule and should not have corrected on their own. UNO is ready to make the required corrections, Prof. Rahimi said.

In order to maintain records of books printed and distributed in areas of Afghanistan, it was proposed that UNO take this role. For such record keeping, some charges would be reasonable to be paid to UNO.

Based on discussion, it was agreed that the working group will work out conditions for the bids and invite 4-5 bids from various printing agencies. IRC printing press is one of the others to get a quotation from. In addition to the last meeting's selection, the following members were selected to open the bids.

Dr. Roza Gul	SCA
Dr. Gul Jan Wror	Observer
Dr. Mateen Mehraban	ADS
Mr. Sediqi	UNO
Naqib A. Noory	ACBAR

Quotations will be obtained by Thursday, 27 July, 1995 and opened by the group on Sunday 30 July, 1995. The result will be reported to the next meeting.

IV. **Salaries/sustainability of schools/community involvement/construction of school buildings**

Because of the complex nature of the issue, it was decided that this issue be discussed at future meetings.

Agencies were reminded to send their information on the subject as soon as possible.

V. **Any other business**

i) Structure of the Education Sub-Committee

Dr. Y. Nuristani expressed his concern over the real function and the potential of the education sub-committee. He added that there is a need for restructuring the committee strategy in order to achieve goals and objectives. For better achievement of goals, he suggested that issues which could be tackled and implemented by the organizations involved should be brought up to the meeting instead of issues which are complex and will never reach conclusion.

Nancy Dupree supported the points raised and said that the committee initially outlined objectives for discussion. Teacher Training and Text books have been covered. She

suggested that the committee go back to the original list and see what further points should be taken up which could be achieved.

The chair strongly urged agencies to send authorized representatives who could make decisions on behalf of their respective organizations. He also pointed out that same persons attend the meetings, new comers need to be updated and may not be able to contribute much.

Ahmadi suggested that ACBAR record important issues which could not be resolved at the sub-committees and report them to the General Assembly. This will also avoid criticism that ACBAR is unable to meet its mandate and carry out constructive action.

With regard to policy matters, UNO inquired whether ACBAR's role is advisory or what. UNO added that ACBAR should not discuss issues which are contrary to Government policies.

The Chairman said that the main role of the Education committee is coordination. Polices made by the committees are applicable to all members on the basis of the new role of ACBAR approved by the General Assembly. As far as issues are concerned, ACBAR always tries to be in good contact with government, donors and others concerned for better coordination and will obviously not discuss issues objectionable to the government.

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ii) Education meetings in Kabul
Nancy Dupree reported that some education meetings are held in Kabul between agencies working in Kabul and that the two committees should communicate.

The ACBAR Programme Manager confirmed that these meetings have been held in Kabul. He reported that 2 meetings have been held in Kabul, chaired by the Minister for Education. This information was obtained from agencies working in Kabul. During the visit in Kabul, The Executive Director made a lot of efforts to meet the Minister of Education. Due to his involvement in other tasks this could not be achieved. A meeting was held with the UNHCR officer in charge who clarified and confirmed the case as mentioned above.

According to UNHCR, the main focus of the committee is to re-activate the main printing press in Kabul which is equipped with more than 50 machines and well staffed. The UNESCO expert will be visiting the center and will be assessing possible means of repairing.

It was strongly recommended that information be shared and disseminated with the Kabul based NGOs (sub-committee). This would include the exchange of minutes.

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iii) Education material
CARITAS would appreciate if agencies could provide them with slides, videos or any other educational materials for presentation at a conference in Germany.

A few agencies indicated that they would be able to give some information. ARIC has useful videos of agencies work in education which could be copied.

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iv) Text Books for Kabul
Dr. Roza Gul from SCA reminded the meeting on the issue of text book printing for Kabul. He said that if UNO is really kind ,and sympathetic to poor Afghan children, it must give freedom to NGOs to print the books and give them to the children. As far as the revision is concerned, BEFARe and SCA volunteered to work on the calligraphy and revision, if agreed by the UNO.

v) Next meeting
It was decided that one meeting will be held in a month. The next meeting was scheduled for 20 August, 1995 at 9:00 hrs - ACBAR office.

The Participants:-

Dr. Yusuf Nuristani **Chairman**	GTZ-BEFARe
Sayed Ibrahim Abdali	UNICEF
Amir M. AHmadi	SOS/PG
Roza Gul	SCA
Dr. Gul Jan	Observer
N. H. Dupree	ARIC/ACBAR
Shahidi	IRC
Abdul Rahim	ISRA
Abdul Mateen Mehraban	ADS
W. M. Rahimi	UNO/EPA
Etebari	Paktia Representative
Abdul Ghafar	EDPAW
Fayyaz Gill	CARITAS
Rep. Sakena Yaqubi	IRC/FEP
Muslima Waziri	NCA/NRC
Naqib A. Noory	ACBAR

ACBAR
EDUCATION SUB-COMMITTEE

HELD ON 20 AUGUST, 1995

BY NAQIB A. NOORY

1. APPROVAL OF AGENDA AND MINUTES OF THE LAST MEETING
Report on Text Book Printing/bids was added as item 3 of the agenda.

The agenda and minutes of the last meeting were approved.

2. ANNOUNCEMENTS
None

3. REPORT ON TEXT BOOK PRINTING BIDS OPENING
ACBAR reported that based on the decision of the last Education sub-committee, Dr. Roza Gul along with the members of the group obtained quotations from 6 printing press agencies on 27 July, 1995.

The bids were opened in presence of the members of the sub-group, representatives from Printing Presses and the ACBAR Executive Director and his PA and Programme Officer on Sunday 30 July, 1995 at the ACBAR office.

It was very difficult to decide the winners, a spreadsheet was prepared by ACBAR and another meeting was called on Monday. All concerned were invited.

On the basis of the quotations received, the lowest quotation was a Printing Press in Lahore and above from that was the IRC. The difference was about 10,000 US $. It was decided that SCA will contact the Printing Press based in Lahore and make sure that the quality of paper is similar to the one proposed by IRC. A contract would then be signed, if in case SCA can not reach an agreement with the Lahore Printing Press, the winner will be then IRC Printing Press.

UNO said that the cover paper of the Lahore Printing Press was not clarified which could be the reason of the difference between IRC Printing Press.

SCA in response said that the issue was clarified, the Lahore Printing Press will use 160 grams of paper which is higher by 10 % from the IRC proposed one.

ADA said that they printed books with the IRC Printing Press, as it was UNO's policy, but later they were criticized by some members of the Education Sub-Committee.

ADA inquired if agencies would be allowed to print books where they want as a general policy, and asked if this issue has been finalized by the Education sub-committee.

The Chairman said that it is not necessary for the education sub-committee to discuss all issues, but can discuss issues and set criteria on general basis. As far as books are concerned, any agency would need to obtain 3 quotations from different dealers. ACBAR would not be in a position to say much other than to propose the two last bidders whose prices were the lowest, the chairman added.

Dr. Gul Jan Wror said that he had been voluntarily assisting in solving the problem - various printing presses were visited by the group, quotations obtained and opened in presence of the group and representatives of the Printing Companies. It was very clear that the prices of the Lahore Company were much cheaper than the IRC Printing Press. He added that there is no need of doubts as why the Lahore Printers won the bids.

UNDCP said that as a normal policy, they need to obtain 3 bids for any printing materials. Bids are evaluated and compared and won by the cheapest quoted. Mr. Wahidi said that agencies should not oppose this practice which is a normal everywhere.

The chairman supported this point and quoted an example of his previous project where bids were won by the same company. The other companies were suspicious as why the particular one was winning every time. The reason for that company was they were importing goods directly from abroad - and they were cheaper than other local available companies.

Discussion on future textbook printing continued. It was quoted that agencies need to follow the procedure below in order to print text books.

1. Obtain permission from UNO to print their books.
2. Invite IRC Printing Press for a bid, beside 2 other Printing Presses.

Prof. Rahimi of UNO was asked if the policy was correct for the future Text Book Printing.

Prof. Rahimi confirmed the above quoted policy and added that NGOs need to order their books through UNO/EPA who will ask IRC printing press for a bid. Beside the IRC Printing Press 2 other bids should also be obtained.

The chairman once again announced the policy to the meeting as stated above.

4. DISCUSSION ON SALARIES/SCHOOL CONSTRUCTION/SUSTAINABILITY ETC.

a) **SALARIES**

In order to discuss this issue, members of the Education Sub-Committee were asked to complete an input form designed by ACBAR. This was only followed by SCA, ISRA, ADA and PSD. The rest of the agencies have still not submitted the required information despite several reminders in meetings and notes on every agenda of the meetings. A list of the above NGOs salary structure was distributed at the meeting.

An Iranian journalist who traveled reported from the north that every commander is a little king. Robbery and torture exist. Even Uzbek say that Taliban will rescue them from Dostum's forces. Dostum militia are known as "carpet winders" - they loot from ordinary people.

People have no confidence in them. IDPs come to Herat in large numbers, escaping from Dostum's forces There they are recruited to the army by force or families have to pay to escape this forced recruitment This is normal.

Behind front-lines they have burnt alive people who show their support for the Taliban. In order to scare people they throw children in to the rivers.

Many do not have the means to survive. They even crossed the front-lines in the hard winter Taliban provided assistance, food and clothing, to enable them to travel to Herat.

Many know this situation and why they fought for Taliban against Dostum - even different ethnic groups have joined. These problems, therefore, clearly explain what our priorities are. For us, to make non-military decisions is impossible at the moment.

In the past, factions looted cars, etc.. You all know this. Dostum's behaviour is worse than any. Therefore, this point is the most important. India/Russia/Iran are trying to bring Dostum/Sayyaf/Hekmatyar and others together to continue to oppress the people as before.

Dostum's men were recently selling their personal belongings and then creating panic in the money markets by selling their Afghanis for dollars so that they could escape. But there has been much financial support from the north to keep them there for a few days more.

If these countries did not extend this support, the Taliban would have taken over power of the country and could be concentrating their efforts on reconstruction.

The Taliban are spending half time on military and half time on political issues. There is, therefore, no time for fundamental issues that concern the people.

When we build a house, we first start with the foundations. However, at the moment people think about food and their children fist and nothing else.

There is no time to concentrate on other issues. People in the north are waiting for the Taliban. Instructions are being given as to how to move forward.

We must extinguish the flames in the country. Then other matters will become our priority.

This is the reality. If the world tell us - we do not need training and we do not need education, then they are our enemy. We do not accept this.

We say what we believe. This is the sincere truth. Wrong conclusions should not be drawn. There are many important things in rebuilding the country. Education is critical. Then you will say - why delay. We say that we need more time.

Many education departments activities are open. This is an indication of our policy. These can run without much input.

I request you to sit down with Education and assess what is needed and what more is needed. Donors may agree with you that the Taliban are not against education. They may agree that the other factors that you always mention are in reality not so important.

After a brief discussion, it was decided that ACBAR will ask the remaining agencies to submit the information as soon as possible. Once the information is complete, the issue will be discussed at the meeting.

Ellen from UNICEF suggested that information regarding teacher remuneration of the CARE International Home Schools in Khost should also be collected. She said that in many of the Home Schools parents pay Rs. 20 per month, in some cases parents pay in-kind - wheat, corn and rice for example. In Khost now even in the government schools, the Department of Education has requested parents to pay Rs. 20 per month for primary schools and Rs. 30 per month for secondary schools.

b) **SCHOOL CONSTRUCTION**

The Chairman asked views of participants on the standardization of school construction and locations.

Prof. Rahimi said that based on past experiences, the criteria of the Ministry of Education was to construct schools from materials that are locally available. Designs for Primary and Secondary Schools were made as a standard by the Construction Unit of the Ministry of Education. He suggested that this policy be made in collaboration of the Ministry of Education so that an easy solution could be worked out.

ADA supported the idea of construction from locally available materials and suggested that a typical standard should be worked out.

It was decided that ACBAR will ask the Ministry of Education of the School Standards and Criteria.

The chairman proposed that the issue be delayed until; ACBAR obtain information from the Ministry of Education and the presence of agencies involved in school construction.

It was also proposed that community involvement and functional requirements should also be discussed with this topic.

c) **SUSTAINABILITY**

Mr. Wahidi from UNDCP said that there are very limited schools supported by NGOs. Government schools are facing serious problems. Some teachers did not receive salaries for the past 9 months. This could result in complete decay in the Education system. He proposed that Teachers Support should also be taken up by the ACBAR Education Sub-Committee. He added that without the teachers teaching, schools may not be able to function.

The Chairman asked whether to discuss the Sustainability and Salaries issues together or separately.

ADA said that NGOS should exchange information and experience and try to work in an Integrated Approach manner to the Community. A proper strategy was recommended.

UNO commented that sustainability is a matter of functioning and time. Prof. Rahimi said that education was free for all Afghans from Primary to Higher Education levels. Even scholarships were granted to foreign countries for higher education.

Ellen from UNICEF said that the issue is important as stated by UNDCP. The teachers' salaries could be included as part of the sustainability discussion.

Suleman from ADA proposed that alternative means other than community support should also be sought.

UNO said that community and social mobilization must come at first.

Following a very informative discussion, various causes for the different schools were outlined.

Following schools were listed, which are functioning or used to function in Afghanistan.

1. Government Supported Schools
2. Private Schools, not recognized by the Govt.
3. Community and NGOs Supported Schools/recognized by the Government.
4. Political schools.
5. Religions Schools a) Formal b) Informal

Further to discussion on whether the above schools were sustainable or not, various aspects for not functioning were given as below:-

- No Funds - Economic Difficulties, No resources
- Lack of awareness, No skilled teachers in rural areas
- Stability of NGOs - Insufficient coordination
- Loss of hope for the future - Parent Motivation
- Lack of further Education
- Nature of the future of Local NGOs.
- Support of Poor Students
- Trust, attitude and way of running.

Item no. 5, religious schools were thought to be more sustainable with a belief and faith, trust and way of running.

This was a basic informative preliminary discussion which would continue in the future.

5. **OTHER BUSINESS**

Prof. Rahimi from UNO who had arrived after the meeting had already approved the minutes of the previous meeting, requested the deletion of several sentences that were negative towards UNO.

The chairman acknowledged the kindness and cooperativeness of UNO. He said participation in meetings and discussing important issues is obviously a sign of sympathy and kindness. He said negative statements should not be recorded in the minutes.

He added that if the agencies and individuals were not sympathetic on Afghan children, they wouldn't come and participate in the meetings.

Mr. Jon Rothenberg, the Deputy Chairman said that he and the Chairman have very good relations and always communicate on issue for discussion. He said that he would not agree to one point made at the last meeting by Dr. Nuristani which was that the sub-committee should not discuss complex issues.

He said that very complex issue have been discussed, and he believed that NGOs and individuals opposed each other in arguments, but finally agreed and compromised on acceptable solutions. Example of Teacher Training, Text Book Printing issues were quoted, which were obviously very difficult and took quite long. He recommended that as a combined effort, NGOs should focus on certain issues and requested to represent as sharing information not egos. He congratulated all the members of the education sub-committee for tackling the above crucial issues in the past months.

As a greeting, the participants clapped for the success of the committee.

Participants:-

Jon Rothenberg **D. Chairman**	UNHCR
Ellen van Kalmthout	UNICEF
Eric Van der Lee	IRC/RPA
Eng. M. Abbas	PSD
Amir Mohammad	SCA
Gul Jan Wror	Observer
Wahidi	UNDCP/ADCRP
W. M. Rahimi	UNO/EPA
Abdul Rahim	ISRA
Fayyaz Gill	CARITAS
Rep. Sakena Yacoobi	IRC/FEP
Mohammad Suleman	ADA
Naqib Ahmad Noory	ACBAR

SPECIAL MEETING

CALLED BY THE MINISTER OF EDUCATION
ISLAMIC STATE OF AFGHANISTAN

HELD ON 30 AUGUST 1995

AT THE AFGHAN CONSULATE, PESHAWAR

BY NAQIB A. NOORY

I. BACKGROUND

Prof. Fazil, Minister of Education called a special meeting at the Consulate of the Islamic State of Afghanistan in Peshawar to discuss education issues.

NGOs involved in educational programmes for Afghanistan were invited through ACBAR. Prof. Fazil particularly asked assistance of NGOs in :-

- Textbook printing/provision for the Afghan children (Particularly Kabul).
- Repair and Reconstruction of School buildings
- Free education for all
- Salaries for Teachers

He said according to the National Plan of Afghanistan, education is free for all. In current circumstances, educational facilities are very essential and will play a vital role in restoring peace. He added that peace could not come in any country until education is provided.

He said that this is a follow up of the Education Sub-Committee's two meetings held in Kabul with the Minister of Education. Decision could not be taken since most donors were Peshawar based. Prof. Fazil said that for improving communication, a liaison office would be established within the Ministry of Education who would be responsible for dialogue and communication with the NGOs.

He asked NGOs if they could assist in the above mentioned areas.

Jon Rothenberg from UNHCR and Deputy Chairman of the ACBAR Education Sub-Committee brief Professor on the issues discussed at the meetings in Peshawar.

He said that fortunately the sub-committee was able to tackle some very important issues since its re-establishment in August, 1994. Teacher Trained Data has been collected. Information for teacher training have been collected at ARIC. He said that some meetings are egoistic, and it was very difficult to reach a conclusion.

He said that UNHCR policy is to use books that are acceptable and used inside Afghanistan. UNHCR has been trying to print textbooks for the commissionerate assisted schools since April 1995. The schools are due to start by next week but books have not been printed. The UNO books were given to IRC printing press, according to discussion with IRC Press, calligraphy of some books have still not been finalized.

He said that the education sector is like a bus company. If the company is going to run, the people have to come up with the necessary part and put them together in order to build a complete bus. Money is very less for Afghanistan, that's why NGOs try to get together and resolve the big problem. There is no donor who will be able to provide textbooks for the whole Afghanistan.

Jon also briefed Professor Fazil on the background of UNO books and the related problems, i.e calligraphy and lack of money for printing. UNHCR agreed to cover calligraphy work, the money was paid by UNHCR Pakistan to UNO. The aim was that once this work is completed, each NGO will be able to print the textbooks. He also added that NGOs involved in education have prepared a framework for the whole Afghanistan.

Since the textbooks are not physically available and ready for printing, no donors could be approached. He added that the standardization of salaries and school construction is currently under discussion at the education sub-committee. He said that there are 2 donors who will probably support small schools salaries.

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The Minister thanked Jon for updating him about the ACBAR education sub-committee. He added that he would love to see books in the hand of the kids. The way that the engine could work, the NGOs would need to work closely. He added that books are necessary for the whole Afghanistan. As mentioned above that there is no donor to provide that many books, Professor Fazil said that only UNO/ESSP was able in the past to provide books for the whole country, but now no one could afford to do so alone. It is surprising that no one can do this task collectively including the EU.

In response Jon said that everyone agrees to use the revised books from UNO but they are not completed. Donors would not support something which does not exist. There is need of cooperation from UNO. The revised books should have been completed 2 weeks back and no one will support the old books.

Prof. Rahimi said that we all are members of the ACBAR education sub-committee. He added that the textbook issue has been partially resolved. Some NGOs have to provide books to their schools. The books are revised and do not include war messages as the old ones. 17 titles completed were given to SCA for printing. He also said that UNO has printed books for ADA.

UNDCP said that curriculum is important. Standardization of even construction of schools is essential and now there is a question for printing books.

Minister stated that the curriculum has been revised for the whole country. But it should start from Kabul.

The Minister said that he was not disappointed with what Jon stated regarding donors support. He said that if one door is closed several other are open. He provided the example of the Russian defeat from Afghanistan - which was with the blessing and help of Almighty God.

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IIRO said that the education problem is very big and it is not possible that one NGO cover it. All participants presented problems but did not recommend solutions. He recommenced that special committees be formed for; curriculum/textbook, salaries/school construction and even finance. Relevant issues should be addressed by the sub-sectoral groups and agreed upon for the whole country.

At the first step primary schools should start. IIRO assist a lot of Afghans in Pakistan and Afghanistan including salaries for teachers, finance and administration.

The salaries for Teacher Training Institute staff in Jalalabad is fully supported. A school of orphans with more than 250 students is supported with all expenses. 7 schools in Pakistan are also supported. As specialists in education, IIRO offered assistance in curriculum development.

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CARE International said that all NGOs work on regional levels not National level. Funds are granted for certain projects and it is not possible to divert to other sectors. CARE proposed that the government contact big donors, NGOs and some countries for the solution of this vital problem.

Prof. Fazil said that this is a follow up meeting of the education sub-committee. As mentioned earlier, 2 meetings were held in Kabul. As a Minister of Education, he said he would need to know what sort of activity is going on and for that purpose he would travel to areas out of the Government control. He said that he is not a politician but is an educationist - and would love to resolve educational problems for the whole Afghanistan. He asked NGOs what sort of assistance could be given to the poor kids, he asked if the people had sympathy on the poor children and said that do the children have the right to education, or do the people want peace in Afghanistan.

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Prof. Rahimi talked on the background of UNO closure and the efforts made to get funds for covering the gap created by USAID withdrawal and the survival their organization. He said that unfortunately no one offered any assistance, because UNO was an American based NGO even the EU denied to assist.

He added that no NGO will be able to support education for Afghanistan. Potential sources for assistance are the Governments, GTZ- from Germany or the US or any other big donors.

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The Minister thanked IIRO for valuable recommendations. He added that his understanding was that ACBAR would try to coordinate and bring NGOs together. This is a little bit disappointing for what had not been done.

Charles MacFadden Executive Director ACBAR said that the Frame Work of Education for Afghanistan has been developed by members of the ACBAR education sub-committee.

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ADA said that they appreciate and support the educational policies of the Ministry of Education and asked what rules and regulations does the Ministry could envisage for NGOs especially in the south-west of Afghanistan.

The Minister said that the policy of textbook printing was communicated to ACBAR. For other NGOs he suggested to have a liaison office for discussing the policy. This would enable the government to know who does and where. The Minister added that salaries should be paid by one source in accordance to the standard approved by the Ministry.

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Dr. Yusuf Nursitani from GTZ-BEFARe and the Chairman of the Education Sub-Committee said that we should be frank as stated by his excellency the Minister of Education. As discussed during our meetings in Kabul, every one here agrees to the use of a unified curriculum acceptable in Afghanistan. It has always been a question for me and most of my colleagues. Although he acknowledge the United States invaluable assistance to the Afghans during the war. As mentioned and known that UNO is not existing or unable to support all or part of its previous educational activities, why should we need cling to this organization. In addition most of the educationists have criticized the quality of the ongoing textbooks. As mentioned by Prof. Rahimi that EC is not ready to support an American based NGO, isn't it needed and the time to think seriously for the solution of this problem for various reasons. Since no organization able is to tackle this task alone, Dr. Nuristani proposed that there are a number of books printed by different NGOs in the past. He suggested that these books should be reviewed by a competent committee as soon as possible and the NGOs should be asked to print them for all over the country with the logo of the Ministry of Education instead of waiting for another one or two years.

In my view until the complete restoration of Peace and stability in the country and until the expert come up with an acceptable and unified curriculum for the entire country, these existing good books should be printed and distributed all over the country. Different levels or subject could be assigned to NGOs who are involved in education. This way on the one hand the children will have access to textbooks in the meantime NGOs share equally or proportionally the responsibility of textbooks provision.

The ACBAR director thanked for meeting with the NGOs today and said that money is not a big problem to print the books. This is the Ministry decision as stated either to print UNO books or select other books available to replace.

The Minister said that there is a clear cut policy communicated to all that UNO's books are acceptable and should be printed.

The ACBAR Programme Manager said that we should be practical, several meetings are held and everyone express ideas and historical problems. He said that we should now try to resolve the problems on practical basis. The UNO books as approved by the Ministry of Education do not physically exist for NGOs to be printed. As mentioned earlier, the calligraphy work is not finished. He recommended that books printed by other NGOs be used until the UNO books are ready and supported Dr. Nuristani's suggestion that some NGOs be given the responsibility to print a set of books for the whole Afghanistan under the supervision of the Ministry Of Education.

SCA also confirmed that due to unavailability of a complete set of books, they were obliged to include their own books which were used during the war. SCA was not happy to print those books but was forced to do so. SCA recommended that the Ministry of Education prepare a final set of books and then ask NGOs to print for their programmes.

Prof. Fazil thanked all NGOs for participating at the meeting and for valuable suggestions. He said that he learnt a lot from the meeting and hoped that together with the NGOs he will be able to resolve some of the important issues. He wished good luck to all in their valuable efforts for the poor people of Afghanistan.

The meeting was then adjourned.

ISLAMIC STATE OF AFGHANISTAN

Ministry of Education

Department of Documents & Relations

To: ACBAR

Following expressing regards and best wishes;
My meeting of 30 August, 1995 with you was useful and I was delighted to meet the NGOs working in education. I believe that all of NGOs are honestly and devotedly striving to help in resolution of educational problems concerning the ministry and children of the war affected Afghanistan.

Hereby, dispatching my gratitude, I also favor to denote some points, already discussed, and some new points:

1. Setting up educational curriculum and contents of teaching programmes is substantially the task of Education Ministry, while for the time being, this task has been temporarily committed to UNO; and UNO will be dealing with the process under supervision of experts from Department of Translation & Compilation, Education Ministry. They are also responsible to look after the process of textbook printing, previously started.

2. The textbooks used in schools all over the country, should not be out of the curriculum approved by Education Ministry. Books, not approved by the ministry are not applicable.

3. NGOs working in education sector, should avoid scattered and dispersed work, and instead, jointly work to print textbooks.

4. The suggestion of Mr. Nooristani is quite reasonable, provided that a joint committee would set up the curriculum and educational regulations as needed, and compile the required textbooks in a way that the aim and logical sequence could be conserved. Then, printing of primary textbooks could be committed to one agency, intermediate to another, and secondary to a third agency; thus, we could have a coordinated process.

5. SCA and BEFARe could provide the Department of Translation & Compilation with their books, they have already printed for schools in Afghanistan. Their books could be used as sources.

6. Concerning educational issues, if any time ACBAR is conducting meetings with other agencies, Ministry of

Education should also be kept informed.

7. SCA should complete and submit list of the schools that they support and pay teacher salaries, in the provinces of Afghanistan. SCA should fix their salary scale according the standard norms of Education Ministry.

8. NGOs, if interested in reconstruction of schools and educational centers in capital and provinces of the country, should pre-contact the Education Ministry, before maintaining their activities according plans and standard designs.

9. In conduction of teacher training seminars and workshops, NGOs would better consult the Education Ministry, for avoiding duplication. Further, in seminars less experienced teachers should be given priority rather than Masters and Bachelors.

10. Afghanistan Constitution does not allow charging fees upon students from primary up to University level. In accordance with the educational policy of the Islamic State of Afghanistan, primary education is obligatory and free of charge for all, while higher levels are optional.

I wish your attention towards the points mentioned.

With regards,

Prof. Mohammad Fazil
Education Minister

Donors may be told that the Taliban are against education. If donors knew what was happening - this may keep relations good for the time being. When Taliban have new priorities, they will look at the other issues. Donors may accept this. If we create more accurate reports of education and health, this will help donors interests and keep them in Afghanistan - until we have time to concentrate on the other issues.

I am prepared to meet as much as possible. We have achieved something. If we have failed it is because we delayed with certain excuses.

It is true men and women have the right of access to education. However, both have more urgent needs at this time. In the summer they will need electricity. When you prioritize there are more urgent needs - poverty as well. It is moving. But it is not a priority today. Do not be disappointed and it should not upset our relations with the rest of the world. These are the facts of today.

Our meetings have been frank and fruitful and we have learnt something. Other needs of people are also critical eg health. Continue thinking about the issues and we will always discuss them with you - this is also our priority.

Thank you for your patience.

UNICEF:

Without education it is difficult to move towards development. The principle dictate is that education should be for all. The message is one of time. When can these aims be achieved? Planning for any intervention is the responsibility of the authorities. The aid community will wait for the signals that the time is right and will be ready to assist.

The logistical problems that the Talibans is facing are understood. It is vital that plans are made for the future and donors prepared when the situation is clearer. It will be a time-consuming process.

The Taliban had indicated that once Kabul was taken education would be restarted. The International community was prepared to assist and this message needed to be transmitted. Now schools have been closed and the situation worsened. Donors are now very concerned. The position of not having a strong close understanding of what is happening makes it hard to negotiate with the donors.

The offer was to give an opportunity for a strong answer to the International community of what the authorities really intend. The message now is less clear. There is still no new element to change their perception of what is happening.

ACBAR:

What type of country does the Taliban expect Afghanistan to be in five or ten years time. Without education now the chances for a bright future are severely limited. The country will need trained people to run the country. The question of education relates to the whole population and the needs for the future. You say that there will be a need for trained people to help the country develop. If matters go on as now then there will be no trained men or women in the future and the country will be much worse off.

The economy is getting worse and worse daily and the level of poverty is growing. If nothing is done now then the future is bleak. Education is not just formal education - it is the whole ambit from mine awareness to health education and to university training. Men and women and boys and girls need education to make the future brighter. and to enable them to lead happier and more prosperous lives.

After 19 years of considerable misery, there ought to be sympathy to encouraging people to lead better lives within their communities. The Government has obligations to the people. There is a need to relax the pressure now being brought to bear on the people - their future should be one of greater happiness and prosperity and not one of continual sadness.

دولت اسلامی افغانستان

وزارت تعلیم وتربیه

ریاست تحریرات

مدیریت عمومی اسناد وارتباط

۱۴/۶/۱۹ ع

به اداره محترم موسسه اکبر !

بعد از عرض سلام و محبت :

مجلس تاریخی ۳۰ ـ اگست ۱۹۹۵ من با شما خیلی مفید بوده ملاقات با NGO's های مربوط در رابطه به پروسه تعلیم وتربیه باعث مسرتم گردید ، زیرا هر یک شما با حسن نیت پیرامون حل مشکلات امروزی وزارت تعلیم وتربیه و اطفال افغانستان جنگ زده مساعی لازم بخرچ میدهید ، که بدینوسیله با ابراز تشکر از انها ، نکات آتی را که قبلاً نیز تذکر داده شده و برخی جدید است مجدداً قابل یاد آوری میدانم :

۱ـ تثبیت نصاب تعلیمی و مفردات پروگرامهای درسی به مشوره متخصصان رشته از وظایف وزارت تعلیم وتربیه است که عجالتاً آن کار به U.N.O سپرده شده است که ایشان باید تحت نظر متخصصان ریاست تالیف و ترجمه وزارت تعلیم وتربیه کار خود را پیش ببرند ، و همچنان دیده شود که کتاب های درسی بیکه قبلاً تدوین و تجدید نظر شده است کار آن تا کجا پیش برده میشود .

۲ـ کتبی که در مکاتب افغانستان تطبیق میشود باید خارج نصاب تعلیمی و کتب تثبیت شده وزارت تعلیم وتربیه نباشد ، زیرا نصاب وکتبی را که وزارت تعلیم وتربیه افغانستان به آن صحه نگذاشته است در مکاتب کشور قابل تطبیق نمیباشد .

۳ـ NGO's ها بیکه برای تعلیم وتربیه کمک مینمایند باید از کار های پراگنده جدا از هم دوری جسته ، در طبع کتب متحداً سعی نمایند .

۴ـ پیشنهاد برادر نورستانی خیلی بجاست ، به شرط آن که یک کمیته واحد تحت نظر وزارت تعلیم وتربیه عندا للزوم نصاب و مفردات تعلیمی را تثبیت نمایند و کتب مورد نیاز را طوری تالیف و تدوین کنند تا اهداف و تسلسل آن حفظ شده باشد . آن گاه میتوان طبع کتب دوره ابتداییه را به یک موسسه و دوره متوسطه را به موسسه دیگر و ثانوی را به موسسه سومی سپرد تا کار ها هماهنگ صورت بگیرد .

۵ـ اگر یک تعداد کتبی که از طرف کمیته های سویدن و بغیر برای مکاتب افغانستان قبلاً چاپ شده باشد ، نسخ آن به اختیار ریاست تالیف و ترجمه گذاشته شود تا به حیث ماخذ از آنها استفاده شود .

۶ـ هرگاه مذاکرات پیرامون تعلیم وتربیه بین موسسه اکبر و سایر موسسه صورت میگیرد باید وزارت تعلیم وتربیه را در جریان بگذارند .

((ورق دوم))

۷ـ مکاتبی که در ولایات کشور توسط کمیتهٔ سویدن کمك میشوند و به معلمان آنها معاش داده میشود ،لست آنها را تکمیل نموده به وزارت بسپارند و معاشات شان را مطابق نورم معاشات وزارت تعلیم‌وتربیه تادیه کنند ·

۸ـ درصورتیکه N.G.O^s های مربوطه خواسته باشند دراعمار مجدد مکاتب و مؤسسات تربیه معلم در مرکز و ولایات کشور اقدام نمایند ،باید قبلاً با وزارت تعلیم‌وتربیه مفاهمه نموده و مطابق نقشه و پلانهای معیاری در اعمار آنها بپردازند ·

۹ـ در تدویر سیمینارها و ورکشاپها برای تربیه معلم ولایات ،بهتر است تفاهم قبلی با وزارت تعلیم‌وتربیه صورت بگیرد تا در تعیین موضوعات دوبلکیشن بمیان نیاید و نیز سیمینارها اول تر برای معلمان کم تجربه دایر شود نه آنکه با ماستر ها و لیسانس‌ها و یا برای همه ·

۱۰ـ قانون اساسی افغانستان تادیه فیس را برای شاگردان از سویه ابتدایی تا پوهنتون ها مجاز نمیداند · زیرا مطابق پالیسی تعلیمی و تربیتی دولت اسلامی افغانستان تعلیمات دورهٔ ابتدایی ،اجباری ،مجانی و همگانی بوده و دوره های بعدی اختیاری است ·

آرزومندم پیرامون نکات یاد شده عطف توجه نموده وممنون سازید ·

والسلام

پوهاند محمد فاضل

وزیر تعلیم وتربیه

ACBAR
EDUCATION SUB-COMMITTEE
Monday 25 September 1995

By Shafiq Ahmad

<u>The participants</u>

- Dr. Yusuf Nooristani (**CHAIRMAN**)	GTZ/BEFARe
- Jon Rothenberg (**DEPUTY CHAIRMAN**)	UNHCR
- Niaz Ahmad	UNHCR
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ACBAR/ARIC
- Dr. Guljan Wror Wardak	Observer
- Amir M. Ahmadi	SA/SOS/PG. Belgium
- M. Hashim Shahidi	IRC (STT)
- Abdul Rahim	ISRA
- Fayyaz Gill	CARITAS
- Mohammad Suleman	ADA
- A. Jamal	ADS
- N. R. Liwal	Asiasoft
- Rep/Sakena Yacoobi	IRC/FEP
- Sayed Ibrahim Abdali	UNICEF
- Ellen van Kalmthout	UNICEF
- Dr. Zadran	CARE Afghanistan
- Paul Daniel	IRC
- Eric van der Lee	IRC
- M. Ghassan Benkasli	IIRO
- A. Kadir AB Took	IIRO
- A. Q. Karim	BBC
- Shafiq Ahmad	ACBAR

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I. <u>Approval of the Agenda and minutes of the last meeting</u>

a) THE AGENDA:
Briefing on the IRC Printing Press was added.

b) THE MINUTES:
Ms. Ellen van Kalmthout of UNICEF had a quite considerable number of comments on the minutes of the Education Sub-committee meeting held on 20 August. She suggested that the minutes should be redistributed after the suggested changes. <u>Attached please find a copy of the corrected version of the minutes.</u>

<u>BRIEFING ON IRC PRINTING PRESS - MR. PAUL DANIEL</u>
The reason IRC wanted to elaborate on the issue was a confusion among the NGO

community on the role and relations of the IRC Printing Press. Some believe that there has been a former relationship between IRC Printing Press and UNO. Mr. Daniel pointed out that the IRC Printing Press is an independent program of IRC - it abides by the rules and regulations of the main office - and has no special relationship with any NGO. The Printing Press has been the preferred Printing Press of UNO and the Afghan Ministry of Education; which is appreciated. It was established in the mid 1980s and gradually became a competitive printing press. It has the capability to print all kinds of orders and is a fully Afghan operated facility with a total staff of 130 persons. It also has a branch in Jalalabad city with an additional staff of 30.

Depending on the situation, it is expected to shift the program to Afghanistan in the future, so that it can play a significant role in the development of the country and will become a valuable asset to the country. It is a market oriented press and is intended to be competitive with other printing presses in Peshawar.

Payment of a 10 percent Punjab Government tax on imported raw materials from Lahore was mentioned as the main reason for the slightly higher prices of the IRC Printing Press as compared to prices from Printing Presses in Lahore. It is understood that some Peshawar based Printing Presses are currently undertaking their printing work in Lahore. Note: no taxes exist on "printed" educational materials.

IRC suggested that members note the above mentioned points and extend any possible assistance to the Printing Press which will, in the end, be of significant value to the people of Afghanistan.

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Taking a long-term perspective, the members believed that the IRC Printing Press should be encouraged and given a chance to preserve skills and support the future infrastructure of Afghanistan.

The members agreed to do their best to assist the IRC Printing Press in any way possible; but also requested IRC to ensure that they were competitive with other printing presses. By not helping the IRC Printing Press will - in the long run - result in materials, etc. having to be sent from Afghanistan to neighboring countries for printing. This would be a pointless and expensive exercise. It was, therefore, stressed that IRC should be given further opportunities, even if the Press does not always make the lowest quote.

Mr. Paul Daniel thanked the members and hoped for cooperation of the NGOs in the future.

It was reported that efforts are being made to reactivate the Printing Press of the Afghan Ministry of Education. To this end, some spare parts of the equipment have already been sent to Kabul.

It was also reported that there is another printing press in Jalalabad city, which can print

in color. It was proposed to IIRO by the Press' owners that they could use this press if some small assistance is provided. IIRO is currently doing some work on the construction of the building of the press.

II. **Announcement**

Dr. Gul Jan Wror Wardak, curriculum specialist, has prepared the fifth edition of Pushtu and Dari alphabet chart. The chart will help expatriates to correctly read, write and pronounce the words.

III. **Possibilities of holding the Education Sub-committee meeting in Kabul**

It was termed a good initiative, but given the current situation, the members felt that, at this point in time, it was not suitable for the meeting to be held in Kabul. As soon as the situation allows, a special meeting should be called to discuss the issue in depth. It was also decided that the issue should be a point of the agenda for all future meetings until the meeting could be held in Kabul.

In response to a question, it was stated that so far ACBAR has not been able to obtain minutes of the Education meetings held in Kabul. It was believed that there is communication gap between Kabul and Peshawar. Suggestions were made to explore ways and mean to fill this gap. The members were of the view that holding an Education Sub-committee meeting in Kabul would help to bridge this gap.

Jalalabad city was proposed as an alternative venue for one of the next meetings. However, it was felt that meetings were best held in Peshawar; there would be few advantages gained by meeting in Jalalabad.

IV. **Final discussions on salaries/sustainability of schools/community involvement/construction of school buildings**

It was agreed that discussions should be started on salaries. After much discussion and a review of the different aspects of the issue, the members agreed to recommend a range of salaries for different levels of educational staff in Afghanistan; but not including the government supported schools.

In order to establish an acceptable and fair salary scale, it was necessary to take into consideration the following:

- Afghani / Pakistan Rupee exchange rate;
- Salaries paid by the Afghan Government;
- Cost of living in Afghanistan;
- Salaries of teachers in schools where school fees are paid; and
- Teachers experience.

It was also agreed that the average of current salaries paid by the various NGOs should be considered as the basic minimum salary for teachers. The following salaries are paid in primary schools by different NGOs:

Rs. 1,365	
Rs. 550	
Rs. 725	——> Average = Rs. 685 (Afs. 89,000)
Rs. 500	
Rs. 220	
Rs. 730	

Note: Each salary shown above represents the average of minimum and maximum salaries paid by an agency to teachers.

The members were of the view that Rs. 685 (Afs. 89,000) would be an acceptable minimum salary for primary school teachers, taking into account the following facts:

a) that other member(s) of teachers families may also be in employment;
b) that some teachers have other part-time positions, on top of their main work;
c) that some teachers own a piece of land;
d) that some teachers might have small families - less than seven persons; and
e) that some teachers might own their own houses.

The agreed minimum salary works out at 13.0 percent of the estimated total cost, in Afghanis, of a basket of essential commodities for a seven-member family. The composition of the basket is as follows with an indication of the prices listed:

- Flour (1 bag)	120,000
- Tea (1 kg)	16,000
- Sugar (7 kg)	25,000
- Tomatoes (14 kg)	12,000
- Onions (7 kg)	6,000
- Vegetables (20 kg)	20,000
- Meat (5 kg)	30,000
- Ghee (16 kg)	120,000
- Salt (7 kg)	2,000
- Cloth (1 set)	100,000
- Wood (210 kg)	75,000
- Kerosine (4 gallons)	40,000
- House rent	25,000
- Soap (4 bars)	5,000
- Medical expenses	89,000
Total	685,000 (or approx. Rs. 5,000)

The remaining 87 percent would come from the other sources listed above.

There should be some differences in salaries paid to reflect other factors such as number of years experience, size of family, etc..

The following salary ranges were identified for primary school teachers for 1995 and 1996:

FOR 1995 - 1996:
Minimum Market Basket x 12 percent
Maximum Market Basket x 25 percent

FOR 1996 - 1997:
Minimum Market Basket x 16%
Maximum Market Basket x 25%

It was stressed that salaries should be within the above identified range irrespective of what other sources of income the teachers might have.

ACBAR was asked to prepare a format for the collection of price data from different parts of Afghanistan. The data collection form will be given to NGOs, to collect data from the areas where operate. Based on the cost of the basket of commodities, the salaries will be determined for teachers.

It was believed the collection of price data for this work will prove to be a difficult job, but it would become easier once it is in place.

ACBAR was asked to figure out salaries of other educational staff - based on the above developed mechanism; to be presented to the next Education Sub-committee meeting. ACBAR was also asked to draft a letter informing heads of the organizations about the recommended range of salaries by the Education Sub-committee. The letter will also be presented to the next meeting for members comments.

The matter was also raised about the ability of NGOs, currently paying lower salaries, to pay at these new recommended levels. The present members of the Committee felt that NGOs can raise this issue with their donors, pointing out that these new levels of salary had been identified by the Education Sub-committee, after much work on the issue. It was also a standard method of determining salaries elsewhere in the world.

V. Any other business

THE NEXT MEETING OF THE COMMITTEE WILL BE HELD AT 10:00 AM MONDAY 23 OCTOBER 1995 IN ACBAR CONFERENCE ROOM.

ACBAR
MINUTES OF THE
AFGHAN WOMEN'S EDUCATION MEETING
26 SEPTEMBER 1995
By: Shenky Zahery

The meeting started with a welcome speech by Shanky zahery. She introduced the agenda for the meeting.

Following individual self-introduction, the participants detailed about their programs ongoing. Educational problems were discussed.

Malalay High School:
This school is facing no major problem at the time being, while certain problems constantly exist. Representative of the school considered a prevailing problem among the schools community in Peshawar; very few of the school runners know little about the essential educational rules and methods. Schools and school runners are mostly business oriented. School managers are greatly concerned on attracting more students, with low consideration of merit and educational level.

In response to a question, she clarified that French Ministry of Education is financially supporting Malalay High School, as it did in past, when the school was based in Kabul.

Zarghona Ana High School:
This school was established in 1986, and since then SCA supported it to 1993. From 1993 on till now this school has received IRC support. The limited allocation from IRC poorly suffice the salaries, while other expenses stand apart; thus to maintain the expenses the school has to charge the students with school fee.

The representative of Zarghona Ana High School expressed her deep concern over financial status of most of the students who live in refugee camps and definitely cannot afford paying school fee. She suggested that, incase we get 4 or 5 students from one family, all of them should have to pay for school fee.

She was satisfied with the meeting and appreciated the role of ACBAR in holding such meetings, that help in resolution of problems.

Sultana Razia School:
This school has been functioning for seven years in Pakistan. After the interim government moved into Afghanistan, it closed

down; but later, with cooperation of ACBAR Women Affairs, the school was able to get funds from IRC.

Representative of Sultana Razia School reported that IRC has stop funding; presently the school is facing critical situation, having no fund on hand to cover house rent, teacher salaries, stationary and other materials. If the school does not receive fund from any source, closage is feared.

Ome-Somia School:

This school is also stuck with a series of problems, e.g. house rent, teacher salaries, teaching materials, etc. This school is functioning from 6:30 am to 5:30 pm every day.

She requested the donors to properly support schools and modify their policies in this regard positively. She believed that some donors support primary schools; however, when primary schools are developed to high schools they cut or reduce funding. She was of the opinion that school is a battle field against ignorance and base of progress. School support should be given priority.

Bibi Hajar High School:

This school comprises 1000 students and is supported by Women Islamic Party in Hayatabad. Representative of Bibi Hajar High School explained that they provide primary and higher education for Afghan girls, and students are charged no school fee.

Bakhtar Primary School:

This school is established in 1994. No source has so far funded the school. The representative stated that they had referred to BEFARe and Afghan Commissionarate for support; the first refused while the second proceed to a survey; nevertheless, the survey result and any consequent assistance is not known yet.

She forwarded a request through ACBAR to funding bodies, to take care of the problems faced by their school. She hoped that ACBAR meeting for women affairs will prove helpful.

Fatemat-ul- Zahra High School:

Established in 1986 with initiatives and funding by an Islamic Party. In 1991, as the Islamic Party support stopped, University of Nebraska funded the school, and from 1992 on IRC has been financially supporting Fatemat-ul- Zahra High School. Unfortunately, IRC has reduce teacher salaries to 50% since June, 1995. The acquired fund from IRC poorly covers the needs.

Representative of Fatemat-ul- Zahra High School believed that dealing with economical problems is beyond the might of

individual schools, thus joint attempts should be made. She stressed on the role of ACBAR respectively. She also wished that funding sources will get interested in their problems and help the school sustain.

A school representative mentioned about IRC's letter to their school notifying that IRC will provide only 50% of teacher salaries for the coming academic year. IRC implies towards charging fee to cover the rest of salaries and school expenditure. She believed that all students are not able to pay for school fee, therefore, IRC is requested to fully support the school.

ACBAR representative clarified that based complains from some school teachers and principles about reduction of salaries, she talked to IRC\FETTP, and was told that, except for one school, there has been no change in IRC policy for teacher salaries. Although she tried to find a copy of IRC's letter, sent to the schools, to find out the exact issue but the schools did not provide her with a copy.

AWC:

AWC has been functioning for 9 years. It carries on activities in different fields e.g. school, clinic, hospital, etc. There is no particular permanent funding source to this organization. Representative of AWC was happy to attend ACBAR meeting and hoped that they would come up with good results. She requested ACBAR to follow up their problems with concerned authorities.

RBTU supported the idea to fix a school fee; "families should have some responsibilities too" she reasoned, but limitations should be observed, i.e. all students should not be charged and students should be differentiated according their economical status. She proposed to hold a gathering of parents and discuss the problem. It will help to take their financial status in consideration.

She stressed that parents should be expected to contribute as much as their financial situation permits. Parents should reduce educational problems faced by their children.

AWWD was concerned about the fee fixing issue. The representative said that most families would stop sending their children to school if they are asked for school fee. She suggested that the issue should be carefully dealt with, and minimum fee should be fixed.

Mullah Hassan: We are very pleased with the concern for Afghanistan expressed by everyone. In the near future, we hope to be able to discuss issues in a more constructive fashion. We must eradicate poverty in Afghanistan; eradicate illiteracy. Advice is our wealth. It will be soon that the excuses are over and we can discuss in a positive way.

Request everybody that the Taliban is not against education of all, including women. It is an obligation. Please convey this to the world. Obstacles will be solved by external/ internal discussions.

When more positive changes have taken place more mature discussion will take place. National plans can be made shortly. I request support for the aid community to help with Kandahar electricity - this is directly from the people. This will help much.

ACBAR Overall Conclusion:

Whilst the final outcome proved to be not as satisfactory as possibly hoped, the meeting provided very useful information. It is obvious that the female issue is one that will be hard to resolve; especially to achieve the final objectives. This meeting proved both useful and valuable; and there is a need to continue to exchange views to increase understanding of the Taliban position.

OTHER MEETINGS: 13 / 14 May 1997

a) Wounded Afghans Fair Association (WAFA)

Eng Akbar Kakar - at Mirwais Hospital

WAFA established five years - mainly in Quetta. Activity in Kandahar since one year. WAFA runs a maternity hospital in Quetta (through wife - a trained doctor). In Kandahar, they run an infectious disease ward in Mirwais Hospital through MOPH - 24 beds (12 men and 12 females).

WHO provide medicines and WAFA charges for laboratory tests.

The agency also runs 3 training centres - one in hospital out of Females Outpatient Department. Vulnerable women are selected to make various hospital items such as doctors coats, sheets, etc.. Women make the items from home using own sewing machines. They receive 3.5kgs wheat per day on the basis of 5 items made per week (WFP funding).

The other Training centres also provide income generation activities for women.

b) Southern Western Afghanistan and Baluchistan Association for Coordination (SWABAC)

Eng Omar Sharif Administrator and Eng Amrullah, Project Officer.

SWABAC currently has a total of 12 staff at their offices in Kandahar.

Their finances are totally dependent on membership fees, which are levied monthly from their 83 member agencies - however, many agencies are not in a position to make payment.

AWRC expressed deep concern over the living circumstances of Afghans. The problems should be identified and people should be helped. Poor living conditions do not permit the people to think of educational facilities.

An idea was presented to the floor that members of the meeting, who run educational programs for women, have a meeting with Director of UNHCR and Afghan Commissionarate. The idea was overally supported. Then, it was decided that:

- ACBAR should send minutes of the meeting to Director of UNHCR and Afghan Commissionarate.
- ACBAR Programme Officer Women Affairs, should make appointment with UNHCR and Afghan Commissionarate, and fix a date for meeting.
- ACBAR should make the arrangements for the meeting and inform all women education programmes.
- Minutes of the meeting should also be sent to embassies and other authorities, involved in assisting educational programmes for women.

Any Other Business:

The floor favored to pray for late Sultana, ex-principle of Sultana Razia, who has passed away.

Participants of the meeting:

Hafifa Azim	RBTU
Muslima Waziri	NRC/NCA
Jamila Wahidi	Bibi Hajar High School
Mariam Ihsanyar	AWRC
Parveen Arafi	AWRC
Shah Bibi Halimi	AWRC
Najia Zewari	AWRC
Halima	Bakhtar Primary School
Hafiza Raufi	Bakhtar Primary School
Zubiada	Sultana Raziz High School
Laila	Sultana Raziz High School
Fatana Gillani	AWC
Rahima Safi	AWC
Shaheen Parveen	UNHCR
Qumar Jan	Fatemat-ul-Zahra School
Shayema Kamali	Zarghona Ana School
Khadija Raufi	Malalay High School
Jamila Akbar Zie	AWWD
Khurshid Noori	NAC
Hamida Anwari	AVICEN
Noor Jahan	AWWD
Shenky Zahery	ACBAR

ACBAR
EDUCATION SUB-COMMITTEE
Monday 25 ~~September~~ October 1995

By Shafiq Ahmad

The participants

- Jon Rothenberg (**DEPUTY CHAIRMAN**)	UNHCR
- Niaz Ahmad	UNHCR
- Barbara Peterson	SCA
- Roza Gul	SCA
- M. Naim	UNDCP
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ACBAR/ARIC
- Dr. Guljan Wror Wardak	Observer
- Amir M. Ahmadi	SA/SOS/PG. Belgium
- M. Hashim Shahidi	IRC (STT)
- M. Qasim	IRC Hungu
- A. R. Sahak	ADS
- Ellen van Kalmthout	UNICEF
- A. Q. Karim	BBC
- Muslima	NCA/NRC
- Shafiq Ahmad	ACBAR

* *

I. **Approval of the Agenda and minutes of the last meeting**

a) The agenda and minutes of the last meeting were approved.

II. **Announcement**

ADS informed the floor of some of its findings in education sector. He reported that in most districts of Paktia province, there have either been no schools or very few Madrasas. The is mainly because of salary problems. Taliban, who are in control of the province, do not have the resources to support education.

Some problems concerning education in Ghazni province were also brought to the attention of the members. ADS was asked to specifically mention the problems. It was promised that certain individuals/agencies will be contacted in this connection. It was pointed out that people in Paktia and Ghazni provinces are willing to partially participate

in the rehabilitation of schools.

SCA was of the view that lack of textbook and salary is a common problem all over the country.

III. Possibilities of holding the Education Sub-committee meeting in Kabul

Taking account of the current situation in Kabul, all the participants strongly believed that it is not a proper time to hold the meeting there.

IV. Discussions on salaries/sustainablity of schools/community involvement/construction of school buildings

Once again the issue of salary for NGO educational staff in Afghanistan was discussed in depth. The following range of salaries - agreed by members of the Education Sub-committee - were recommended:

PRIMARY SCHOOL

HEADMASTER:

FOR 1995 - 1996:	**FOR 1996 - 1997:**
Min. [1]MB x 16% (Rs. 800)	Min. MB x 17.6%
Max. MB x 32% (Rs. 1600)	Max. MB x 35.2%

TEACHER:

FOR 1995 - 1996:	**FOR 1996 - 1997:**
Min. MB x 13% (Rs. 650)	Min. MB x 14.3%
Max. MB x 25% (Rs. 1250)	Max. MB x 27.5%

PEON (Chaprasi):

FOR 1995 - 1996:	**FOR 1996 - 1997:**
Min. MB x 10% (Rs. 500)	Min. MB x 11%
Max. MB x 13% (Rs. 650)	Max. MB x 14.3%

SECONDARY SCHOOL

PRINCIPAL:

FOR 1995 - 1996:	**FOR 1996 - 1997:**
Min. MB x 20% (Rs. 1000)	Min. MB x 22%
Max. MB x 36% (Rs. 1800)	Max. MB x 39.6%

[1] MB = Market Basket (Rs. 500 was agreed to be a market basket cost for a seven member family.

ASSISTANT PRINCIPAL:

FOR 1995 - 1996:	FOR 1996 - 1997:
Min. MB x 18% (Rs. 900)	Min. MB x 19.8%
Max. MB x 34% (Rs. 1700)	Max. MB x 37.4%

TEACHER:

FOR 1995 - 1996:	FOR 1996 - 1997:
Min. MB x 15% (Rs. 750)	Min. MB x 16.5%
Max. MB x 30% (Rs. 1500)	Max. MB x 33%

PEON (Chaprasi)

FOR 1995 - 1996:	FOR 1996 - 1997:
Min. MB x 10% (Rs. 500)	Min. MB x 11%
Max. MB x 13% (Rs. 650)	Max. MB x 14.3%

The above range of salaries are recommended for NGOs educational staff inside Afghanistan. The recommendations are made to promote Education in Afghanistan and introduce a standard salary scale all over the country.

SCA expressed concern that discussion on salary might raise expectations among the educational staff. A very sensitive approach should be considered toward the issue.

It was clearly stated that the recommendations are made to be considered for proposal writing and report to the donors. This would also help agencies to provide justifications to their donors if they request the recommended salaries.

To figure out the recommended amount of salary for each level of educational staff for the year 1996 - 1997, a National-wide Market Basket Survey will be conducted. To this end a questionnaire was designed and submitted for the comments of the members. Attached please find a copy of the approved questionnaire.

It was agreed that quotations must be taken on 15th of each month from all provincial capitals of Afghanistan. In case 15th of a month is Friday/holiday, the quotations should be taken on the next workday. First of each month will be an optional day for taking quotations. The agencies will compile the three months quotations and send them to Shafiq Ahmad, Senior Program Officer ACBAR, at the end of each quarter.

To find out who would provide the data from which province(s), a questionnaire will be sent to all members of the Education Sub-committee. The maximum number of agencies to take quotations from a province will be three agencies. In case of finding no agencies for some remote provinces, non-educational NGOs will be requested for assistance.

V. **Any other business**

A number of letters recieved from the Ministry of Education and Taliban authorities were distributed to the participants. Attached please find copies of the letters.

ACBAR was suggested to circulate such letters as soon as they are received. It was also suggested that the receiving date of letters should be recorded.

Due to seriousness of the two letters from the Ministry of Education, the members agreed to give special considerations to the letters and provide answers to them after a deep discussion at the next Education Sub-committee meeting. ACBAR was requested to send a letter to the Ministry of Education, informing them of the decision made in this connection.

THE NEXT MEETING WILL BE HELD ON SUNDAY 19 NOVEMBER 1995 AT 10:00 AM AT ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 19 November 1995

By Shafiq Ahmad

The participants

- Dr. Nuristani (**CHAIRMAN**)	GTZ/BEFARe
- Niaz Ahmad	UNHCR
- Barbara Peterson	SCA
- Roza Gul	SCA
- Maliha Danish	UNDCP
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ACBAR/ARIC
- Amir M. Ahmadi	SA/SOS/PG. Belgium
- M. Alam Ghalib	ADS
- M. Ghassan	IIRO
- Ali Mohammad	IIRO
- Sayed Ahmad Shah	NPO/RRAA
- Mohammad Sulaiman	ADA
- A. Q. Karim	BBC
- Dr. Mirza Jan	ISRA
- Shafiq Ahmad	ACBAR

* *

I. **Approval of the Agenda and minutes of the last meeting**

The agenda:
Distribution of letters concerning education in Kabul were added under Any other business.

The minutes:
The month of pervious minutes should read October.

II. **Announcement**

ACBAR announced that database of teacher training has been completed. Some information are missing because of the fact that some agencies have submitted data according to their own format not the one agreed by the Education Sub-committee.

It was decided that the missing parts should be marked and sent to the agencies concerned for completion.

The Department of Compilation and Translation of the Afghan Ministry of Education is reportedly trying to produce their own textbooks. The Department is using agencies textbooks as references. This was believed to be a duplication and waste of time, efforts and energy. A strong request was made to avoid duplication.

UNDCP has produced new publications on drug abuse prevention. These publications include student books and teacher guides. UNDCP wanted feed-back of the agencies on the publications. Agencies were requested to see the publications and let UNDCP know how many books they need and how they can use them.

Ms. Nancy H. Dupree recommended the use of these publications as they are simply written and thus have maximum use.

UNDCP was requested to send copies of the publications to NGOs involved in education so that they can take a look and provide feed-back.

ADA was pessimistic of the use of these publications in areas under the Taliban control as they have banned the use of pictorial publications. Considering the Islamic rules and regulations, IIRO stated that pictures are allowed to be used if they are for the benefit of people.

UNDCP stated that pictorial messages are an effective way of educating illiterate people.

ADS distributed a booklet 'A Guide for Education of People with Disabilities'.

III. **Possibilities of holding the Education Sub-committee meeting in Kabul**

Taking account of the current situation in Kabul, the item was postponed for the next meeting.

IV. **Response to the letters of the Ministry of Education**

It was believed that all points referred to in the letters of the Ministry of Education were resolved issues. It was decided that a letter should be sent and references are made that these issues had already been discussed.

The members were of the view that there is lack of communication between the ACBAR Education Sub-committee and the Ministry of Education. Sending the minutes on regular basis was recommended to fill this gap.

V. **Result of questionnaire - Market Basket Survey**

Attached please find a sheet on result of the questionnaire.

V. **Girl Schools**

Three schools in Peshawar - Malalai, Bakhtar and Nazo Ana - were respectively represented by Ms. Rabia Jan, Ms. Shafiqa Raoufi and Ms. Nazaneen Jabarkhail. Fund raising for their concerned schools was the main reason for their attendance.

After briefing by the representative of these schools, it was understood that all had similar problems ie lack of textbooks, chairs, stationary, house rent, staff salary etc..

To help these schools, the members requested the representatives to provide detailed information so that they could be passed to potential donors. To this end, UNO was kind enough to design a form for information collection. As soon as the required information is collected, a special meeting would be called and the issue would be discussed in depth. It was also proposed that the representatives of schools be trained in proposal writing so that they can have direct contact with donor agencies.

The representatives were informed of the funding problems and promises were made to provide the schools with as much support as possible within the existing capacity of NGOs. SA/SOS/PG. Belgium and ADA promised to provide seminars and training in development and environment respectively.

V. **Any other business**

Letters received from UNOCHA Kabul and MSF regarding educational activities and problems in Kabul city were distributed for the members information. Interested agencies/individuals can still obtain copies of the letters from ACBAR.

THE NEXT MEETING WILL BE HELD ON SUNDAY 17 DECEMBER 1995 AT 10:00 AM AT ACBAR CONFERENCE ROOM.

MARKET BASKET SURVEY

Provinces	Agencies providing data
Badakhshan	NCA/NRC, SCA
Badghis	
Baghlan	
Balkh	NCA/NRC, NPO,
Bamyan	
Farah	
Faryab	
Ghazni	NCA/NRC, SCA
Ghor	
Helmand	UNDCP
Herat	NPO/RRAA, NCA/NRC, IIRO
Jawzjan	
Kabul	NCA/NRC
Kandahar	ADA
Kapisa	
Khost	NPO,RRAA, NCA/NRC, ISRA, IRC
Kunar	ISRA, SOS/PG, BEFARe
Kunduz	
Laghman	NPO/RRAA, SOS/PG
Logar	ADA, IRC
Nangarhar	NPO/RRAA, BBC, NCA/NRC
Nimroz	
Nooristan	GTZ/BEFARe
Oruzgan	ADA
Pakteka	NPO/RRAA, NCA/NRC
Paktya	ISRA, IRC
Parwan	
Samangan	
Sar-i-Pul	
Takhar	NCA/NRC, SCA
Wardak	SCA, ADA
Zabul	ADA

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 17 December 1995

By Shafiq Ahmad

The participants

- Dr. Nuristani (**CHAIRMAN**)	GTZ/BEFARe
- Jon Rothenberg	UNHCR
- Niaz Ahmad	UNHCR
- Roza Gul	SCA
- W. M. Rahimi	UNO/EPA
- N. H. Dupree	ARIC/ACBAR
- A. Wakil Wissa	ADA
- A. Q. Karim	BBC
- Abdul Rahim	ISRA
- Azizullah Noor	SERVE
- Dr. Gul Jan Wror Wardak	Observer
- Zuhra Jan	Rabia Balkhi School
- Noorzia	Rabia Balkhi School
- Shafiq Ahmad	ACBAR

* *

I. Approval of the Agenda and minutes of the last meeting

The agenda:
A brief presentation by representatives of Rabia Balkhi school was added under Any other business.

The minutes:
were approved. SERVE Public Health Department requested that the agenda and minutes be sent directly to their office to save time in obtaining them through their main office.

II. Announcement

SCA have printed two supplementary books - 'Mashaal' and 'Science and Experiments' - in Dari and Pushtu languages. Samples of the tow books were handed over to ARIC/ACBAR. Butter paper of the books could be obtained from the SCA office by those interested in printing these books.

SCA is also going to print 6,000 copies of 'Generic Teachers Manual', which was produced as a result of two and half years work by different NGOs under UNHCR's umbrella. The book has been translated by BEFARE. Other NGOs interested in printing

The WFP umbrella still continues - it was started some 2/3 years ago and has not been finalized. Projects are agreed by WFP with member agencies and SWABAC monitoring staff visit the projects and check on implementation.

General Assemblies take place every two months and meetings of the Panel are held every two weeks approximately. No other meetings are currently held. They have not been involved in the UNDP PEACE Initiative. Currently, they are trying to recruit an Afghan coordinator; however, there are some considerations to the employment of an expatriate coordinator. Support from ACBAR was urgently requested.

c) Handicap International (HI) - at Mirwais Hospital

Naimi, Administrator; Hamidi, Supervisor; Miriam, Physio-therapist;
Norbert Hemon, Technician; Roland Prevot, Mine Awareness Coordinator.

A new Coordinator is expected end July 1997. An interim Coordinator will shortly fill the gap.

i) Orthotics Treatment and Orthotic Workshop: HI works mainly in orthotics - treating those disabled through polio, bone diseases, other diseases and those born with club feet. Polio is the main reason for disabled children, more than those disabled through mine accidents. The fitting of devices and provision of physio-therapy are the keys components of this activity. The agency treats patients and also runs a Workshop at the Hospital. HI has some 41 staff; 33 males and 8 females. They have an MOU with the MOPH.

The Guardians, another NGO with its base in Mirwais, works with mine injuries, with technical support from HI.

HI makes and fits leg and foot devices for those in need; as well as corsets for those with spinal deformities. They also make wheel chairs, walkers, toilet chairs and crutches; and also run training courses in physio-therapy. Within the area, there are separate out-patients departments for males and females - as per Taliban rules. Within the workshop areas, there are also shoe-making, casting, welding and plastic forming (and oven) sections.

The brief visit was made together with Ellen (UNICEF), who was able to visit the female section.

ii) MINE AWARENESS TRAINING: The other activity of HI is in Mine Awareness training.
Currently HI is working in Kandahar Province; it is planning to expand its activities to Zabul and Helmand Provinces later this year.

HI recruits agents from the districts and trains them in mine awareness. These people are then provided with a motor cycle, tool kits and logistical support. They then are responsible for creating Mine Committees in villages; all volunteers. A mine committee leader is selected, who is then trained by the agent.

It is his responsibility to train other members of the Committee and then through the Committee mine awareness training is given to members of the village. The training arrangement is:

Agent ..... to Mine Committee ..... to the People

Funding is being provided by Austcare, an Australian NGO funded by the Australian Government. It is expected that continuation will be provided through the European Commission. A Mine Awareness evaluation survey is expected later in the year to be organized by UNOCHA.

iii) Community Based Rehabilitation (CDAP Disability Programme):

On another issue, HI is currently considering becoming part of the UNDP/ CDAP for Kandahar, under the UNDP PEACE Initiative; depending on agreement with the Taliban for home-visiting.

this book were requested to come forward by the end of the current week for a joint printing, which will help reduction of the cost.

III. Possibilities of holding the Education Sub-committee meeting in Kabul

The Education Sub-committee discussed this issue for quite a long time, but due to the security situation it was not possible to hold the meeting in Kabul. Given the fact that the new academic year is going to start in a few months time, the members underlined the need of the meeting in Kabul.

Monday 15 January 1996 was fixed as a provisional date for the meeting. It was later confirmed by UNHCR that on 15 January there is education meeting in Kabul and members of the ACBAR Education Sub-committee can attend that meeting and raise their own points. To make a proper travel arrangement etc., a meeting of the Education Sub-committee was arranged for Tuesday 2 January 1996.

The members, for communication purposes, requested the activation of ACBAR Kabul office as soon as possible.

Taking account of past experience, it was strongly recommended that the agenda should be made professionally, so that expectations are not raised within the Ministry of Education. A letter indicating that a regular meeting of the ACBAR Education Sub-committee is scheduled in Kabul should be sent in advance. The letter and agenda will be sent upon receipt of the confirmation.

It was also suggested that all concerned UN agencies should be invited to the meeting.

IV. Government/NGO/UN cooperation and coordination

This topic would be discussed in the meeting in Kabul.

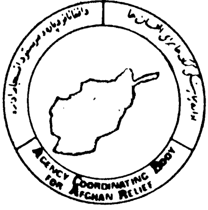
V. Any other business

Rabia Balkhi school has been facing the same problems as the other schools in Peshawar. However, they receive teacher salaries from IRC.

As lack of financial support to Afghan private schools seems to be a general problem, the members decided to form a working group to find ways and means of helping these schools. The following people were selected for the Working Group:

- Dr. Nuristani	BEFARe;
- Jon Rothenberg	UNHCR;
- W. M. Rahimi	UNO/EPA;
- Roza Gul	SCA; and
- N. H. Dupree	ARIC/ACBAR.

The Working Group will meet on Tuesday 19 December 1995 at 10:30 am at UNHCR office to develop terms of reference for the Group and finalize the inventory form prepared by UNO.



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

9 January 1995

To: Members of the Education Sub-committee

Re: <u>EVALUATION OF TEACHER TRAINING PROGRAMS</u>

Dear colleagues:

At the Education Sub-committee meeting of 11 December 1994, members selected a working group to find out ways and means as to how an informative evaluation could be conducted of teacher training programs, as undertaken by various NGOs. The evaluation is aimed at standardizing and improving the materials as well as the training methods. The group was asked to prepare a work plan and methodology for the evaluation and report to the Education Sub-committee meeting of 8 January 1995.

The Working Group, in its meeting of 21 December 1994, agreed that a brief questionnaire should be prepared to collect the required information from those who had received or were receiving teacher training. The draft questionnaire would be presented to the Committee for comments. Other observations, findings, etc. from those undertaking the evaluation would be provided separately.

After a long discussion and taking into account the many varied aspects of the issue, it was decided to seek the members views as to the way in which an evaluation should be conducted. Four options were outlined for consideration:

<u>THE OPTIONS</u>

i) The already prepared questionnaire (Annexed to the memo) or a modified version should be applied;

If you suggest option (i), please make sure you agree that the questionnaire is appropriate for the evaluation; otherwise please put your comments.

ii) Pre and post training testing (Comparison of trainees before and after a particular training program);

iii) Study of a sample of schools, where teachers have already received training from the various agencies; such a study would also focus on the impact of the education received by the pupils; and

2 Rehaman Baba Road,
University Town,
Peshawar.
Tel : 40839, 44392, 45347, 45316

Postal Address:
Univ. P.O. Box: 1084
University Town
Peshawar, Pakistan
Fax : 0521 - 840471

iv) Agencies involved in teacher training - should coordinate to assess the relative merits of their various programmes. Preparation of an inventory and comparative document on teacher training programs to be undertaken. The aim would be to maximize the value of the training programmes. (Please tick) Yes __ No __

If you support option (iv) please indicate whether you are able to make any contribution in the preparation of the mentioned document.

Please choose any one option or a combination of the above options that you consider to be the best approach to the proposed evaluation. Please let us have your response by THURSDAY 12 JANUARY 1995 (**NOT LATER**). The results will be made available to you before or at the next meeting.

Sincerely yours,

Shafiq Ahmad
Program Officer

FOR YOUR COMMENTS

Please list, by number, those options you support - followed by any other comments you wish to make:

Name ____________________ Agency ____________________

Date ________________

Option (s) selected: ____

Comments: ____

____

____

____

____

____

____

< COMMENTS BY THE TRAINEE >

THE MOST INTERESTING PART OF THE TRAINING ____________________

Why? ____

THE BORING PART OF THE TRAINING ________________________________

Why? _______________________

UNCOVERED ISSUES ____

UNNECESSARY ISSUES ____

OVERALL IMPRESSION OF THE TRAINING ___________________________

____

____

____

SUGGESTIONS FOR IMPROVEMENT __________________________________

____

____

____

ACBAR
QUESTIONNAIRE FOR EVALUATION
OF
TEACHER TRAINING PROGRAMS

< THE TRAINEE >

NAME: ____________________ SCHOOL ____________________

QUALIFICATION ___________ EXPERIENCE ________________

Date of interview __________________

< THE TRAINING >

PERIOD:

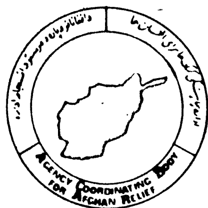
Begin _________ End _________

TYPE (seminar, workshop, etc.) ____

SUBJECT (S) ____

MATERIALS USED ____

AGENCY PROVIDED THE TRAINING ______________________________________



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

12 January 1995

To: Members of the EDUCATION SUB-COMMITTEE

Re: PRIORITIES FOR 1995

Dear colleagues:

In a brainstorming session at the Education Sub-committee meeting of 8 January 1995, the members outlined the following items to be discussed in 1995 - probably in 20 meetings.

A) Curriculum
Text Books
Supplementary materials
Material Production

B) Government/NGO/UN cooperation and coordination

C) Early childhood education
Child to child education
Centralization
Street Children Education (orphanage and kindergarten)

D) Salaries
Sustainability of schools
Community Involvement
Construction of school buildings

E) Literacy
MCH courses
Additional training (Drugs, health, etc.)
Linkage (buildings, vocational, health care etc.)

F) Gaps and Overlaps of school
Access

G) Formal Education

H) Rehabilitation of Jalalabad pedagogic center

: Rehaman Baba Road,
Jniversity Town,
'eshawar.
'el : 40839, 44392, 45347, 45316

Postal Address:
Univ. P.O. Box: 1084
University Town
Peshawar, Pakistan
Fax : 0521 - 840471

I) Gender Education

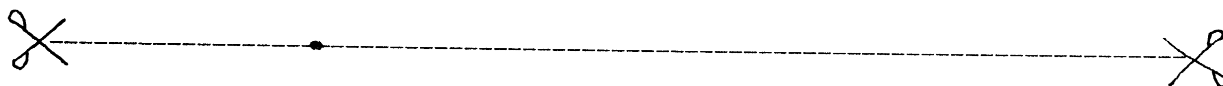
J) Teacher Training

K) Evaluation/Monitoring

Please prioritize the outlined issues and write the time which will be required to complete discussion on each item (by number of meetings) in the spaces provided beneath. Please let us have your response by TUESDAY 17 JANUARY 1995. The results will be made available at the next meeting - 22 January at 2:00 pm.

Sincerely yours,

Shafiq Ahmad
Program Officer



FOR YOUR COMMENTS

Name ____________________________ Agency ____________________________

ITEMS	[1] PRIORITY	[2] TIME REQUIRED
A	__________	________________
B	__________	________________
C	__________	________________
D	__________	________________
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F	__________	________________
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I	__________	________________
J	__________	________________
K	__________	________________

[1] Ordinal number of the item
[2] Time required for the item to be addressed

DRAFT REPORT

ACBAR

Agency Coordinating Body for Afghan Relief

Education Sub-committee

KABUL MISSION REPORT

26 May - 1 June 1995

INTRODUCTION

Responding to a request made by a delegation of the Afghan Ministry of Education - headed by the Advisor to the Minister - the Education Sub-committee assigned a Working Group to help frame a proposal for printing textbooks for schools in Kabul city.

The Working Group, in a series of meetings, was able to draft a proposal and submit it to members of the Education Sub-committee for their comments and approval. The members, in an emergency meeting, made some comments and assigned a group for further work to be undertaken in consultation with the Ministry. The Group included:

- Dr. Nuristani (The Chairman)	BEFARe
- Nancy H. Dupree	ARIC/ACBAR
- W. M. Rahimi	EPA/UNO
- Roza Gul Khan	SCA
- Noor Mohammad	IRC Hangu Edu. Prog.
- Dr. Bakhtari	BEFARe
- Prof. Qasimi	BEFARe
- Shafiq Ahmad	ACBAR

Considering the urgency and importance of the issue, the Group decided to go to Kabul on Friday 26 May 1995. An appointment with the Minister was made through the kindness of UNICEF Peshawar and Kabul for Saturday 27 May 1995.

NOTE: Special thanks are due to the Director of IRC, Mr. John Dixon, for his cooperation in providing transportation. His cooperation proved very useful and very much facilitated the work.

GENERAL OBSERVATION

The travel was made by road and no problems were experienced on the way and within the city. Our vehicles were not stopped even at a single check-post.

FIRST MEETING WITH THE AFGHAN MINISTER FOR EDUCATION

As scheduled, the first meeting with the Minister was held on Saturday 27 May. The Minister welcomed the Group and stated that he is familiar with the nature of NGO activities.

Dr. Nuristani, the Chairman Education Sub-committee, who was elected as a spokesman for the delegation, congratulated the Minister for his appointment and introduced members of the delegation. He explained the purpose of the mission and briefed the minister on background issues.

A copy of the proposal was handed over to the Minister for his comments, especially on page 5 of the proposal - Implementation Methodology. It was brought to the attention of the Minister that the Education Sub-committee has been discussing the issue for a considerable time, but still the books have not been made available for the children. At the same time the Minister was asked for someone authorized from the Ministry to present a joint approach to the donors. It was said that the donors might have some questions, which could neither be answered by ACBAR nor by the agencies.

In response to a question regarding the distribution policy of the Ministry, it was said that they used to distribute books from one point. Representatives of schools were coming to the distribution point and were receiving their required number of books. The Representatives then transported the books to the concerned schools.

The spokesman informed the Ministry of the concern of NGOs with regard to the distribution. Books, in the past, have been handed over to the concerned authorities, but they have not reached the target groups. It was, therefore, requested that ACBAR participate in the distribution process. <u>The Minister welcomed the joint efforts</u>. In response to another question the Ministry said that they have a store available with capacity of 15 million books.

The Minister asked the Group for two days to translate the document and discuss it with his staff. He stated that the statistics shown in the proposal might have changed, as it was provided quite long time ago. <u>THE MINISTER REQUESTED THAT ALL DOCUMENTS SEND TO THE MINISTRY SHOULD BE TRANSLATED IN DARI.</u>

The Minister said that textbook printing is one of the most important issues for the Ministry. He had also insisted on this

point in his meeting with the Executive Director of ACBAR. The problem would be solved with cooperation of ACBAR and the NGOs, the Minister hoped. The Ministry of Education needs assistance from any source, provided their religion and belief are preserved, the Minister maintained.

The first observation by the Ministry authorities was that it would be impossible for the Ministry to be party to any proposal only for Kabul schools as there would be severe objections from the provinces.

The'Minister further added that ECA's textbooks, which were viewed by the higher authorities as well, are acceptable for the Ministry of Education and wanted them to be printed for the time being.

The problem of Swedish Committee for Afghanistan (SCA) in obtaining the textbooks from ECA was brought to the attention of the Minister. SCA had many times tried to print the textbooks for their supported schools in different parts of Afghanistan, but so far, they were not able to obtain the textbooks. It was said that SCA can no longer wait for ECA, as children are waiting for textbooks for a long time. SCA requested the Minister to let them print their own developed textbooks for this year and they are ready to use the acceptable books of the Ministry in the future.

In response to SCA, the Minster said that due to difficult circumstances in the past, different textbooks were used. He insisted that a unified curriculum should now be used.

UNO/EPA said that they need some fund for calligraphic work of the textbooks.

SCA asked that who can provide them with the revised textbooks for printing. SCA further added that they can no longer trust verbal agreements. SCA need a written contract to be signed by SCA and ECA/EPA and then SCA would provide fund for calligraphic work. This discussion was ended without any result.

A copy of the "Work Plan for Educational Rehabilitation in Afghanistan for 1995" together with some documents of SCA related to education were handed over to the Minister. The Minister was also briefed on the contents of the documents.

As the second meeting with the Minister was scheduled for Tuesday 30 May 1995, the team had two days free and therefore requested the Minister to facilitate visits to some schools. This exercise was aimed at enabling the delegation to see the real problems of the schools, so that they would be able to reflect the problems in the proposal. School visit will be later covered in this report.

d) **UNOCHA, Bill Bergqest, Head sub-Office, UNOCHA, Kandahar.**

UNOCHA undertakes coordination activities mainly on behalf of the various UN agencies based in Kandahar. At the same time, UNOCHA provides very useful support to the NGO community.

Under the proposed UNOCHA/UNDP revised arrangement for the future, it is expected that more time will be devoted to monitoring of activities and maintaining an outline database of everything going on in a region However, currently this is impossible given resource constraints.

UNOCHA has concentrated much effort on developing and maintaining a close relationship with the Taliban authorities.

On a general point, the situation in Kandahar is very stable and secure at the moment. Since many of the Taliban are actually from this region, this can be expected. All the troops are on the front-line. Kandaharis are content with the current peaceful situation - this can be seen by the active and busy bazaars and the level of construction taking place.

During a brief visit to this office - sat in on the ACBL meeting to discuss the Mine Action Month. They were planning many interesting activities to inform people about mines, etc..

e) **UNHCR - Sher Jehan Molla, Head, UNHCR sub-Office, Kandahar**

The Grameen Bank programme that was established early 1997 had been suddenly stopped by the Taliban. There had been a number of questions and concern raised by the Taliban earlier. This had prompted UNHCR to set up a brief visit to Bangladesh by the UNHCR Head of sub-Office accompanied by three Taliban representatives. There the whole question had been carefully reviewed and the Taliban authorities had agreed that the programme should continue.

However, very suddenly and without any reasons the authorities had given the UNHCR an ultimatum to close the Grameen Bank operations. Apparently during the visit to Bangladesh it was noticed that the Grameen Bank had made loans to a large number of divorced women and were concerned that the loans schemes might encourage family break-ups.

The idea of establishing this kind of operation had taken some months to pursue during 1996 and, with some optimism this had started early 1997. Up to date, offices had been rented, furniture acquired, a number of staff trained. At the time of closure, only some six loans had been made.

SECOND MEETING WITH THE AFGHAN MINISTER FOR EDUCATION

In the second meeting, a letter prepared by the Minister was read to the delegation. The Minister stated that the letter had been prepared after a meeting with his staff. Attached please find copies of the letter in both versions - English and Dari. The attached up-to-date copy of statistics was also handed over to the delegation. The statistics included other provinces of Afghanistan as well.

It was clarified to the Ministry that the original request for assistance made by the Advisor to the Minister included only Kabul city and the proposal was formulated based on the original request. The Ministry said that if the books are provided only for Kabul city, this would create a feeling that the Ministry is functioning only for Kabul, not for other provinces. However, the Ministry seemed to be flexible and left the issue to be decided by NGOs in the Education Sub-committee.

The Minister further added that an agency was interested to print textbooks for the Ministry, but he advised them to channel their assistance trough ACBAR, as they have undertaken the responsibility. Given the importance of the meeting with the delegation, I have canceled my meeting with the Acting Prime Minister, the Minister maintained.

The delegation had some observations on some points of the letter and, therefore, wrote a letter to the Minister asking him for clarifications. Attached Please find copies of the both versions - Dari and English. The letter also covers all points discussed in the second meeting with the Minister.

It was promised by the Ministry that an answer to the letter will be sent as soon as possible.

SCHOOL VISIT
On Sunday 28 May 1995, three schools - Manuchehri middle school (boys and girls), Mariam girls high school and Naderia boys high schools - were visited by the delegation. This school had not been closed during the period when schools were used to accommodate displaced persons.

MANUCHEHRI MIDDLE SCHOOL:
There were 3,500 students - boys and girls - studying in three shifts. Because of a large number of newly enrolled students (1,500) in grade one, the first shift was only allocated for grade one. According to the principal of the school, there were two newly enrolled classes each year in the past, but the number of classes has now increased to twelve.

In response to a question, the principal said that books have only been distributed to the teachers and students are

making notes. ECA's textbooks are used for grade 1 to 6 whereas textbooks of the previous government are used for grade 7 to 9. Distribution of textbooks to the students was the first priority. However, provision of stationary and chairs to students and the building repairs were needed as well.

Teachers, according to the principal, were regularly receiving their salaries, but their salaries are not enough for a week.

Two classes were observed by the delegation. All classes were full of students and teaching was going on. There were 42 students in one class, but only one student had an old textbook with many front pages missing. The available chairs and tables were not enough for all students and at the same time they were too old to use. Some classes had no chairs at all and the students were sitting on the floor.

<u>MARIAM HIGH SCHOOL:</u>
Classes were started on 11 April 1995. There were 4,357 boys and girls students and 145 teachers. The school had a total of 86 classes from grade one to twelve. Enrollment in the past reached to 150 per year, but the number of enrollment this year was 600. Minimum and maximum number of students in each class were 30 and 40 students respectively.

Like other schools, unavailability of textbooks was the main problem. Painting of classes and provision of blackboards were made with the assistance of students. Some chairs were also provided by a governmental organization.

Two classes were observed. There were 25 students present in one class. The only textbook available in the class was from the previous curriculum. In some classes students were cleaning the classes and teachers were painting. The school was very well organized and the principal and staff seemed to be very active and well-motivated.

<u>NADERAI HIGH SCHOOL:</u>
There were 3,500 students. Books were only distributed to the teachers. Some science books from the past were distributed to the students. Classes were in very bad condition; no doors, no windows, no chairs. There was lack of teachers, especially, for the new curriculum. There was a complete lack of discipline.

The Kabul University was also visited by the delegation. Attached please find a brief report on the University - prepared by Nancy H. Dupree.

RECOMMENDATIONS:

- As hopes have been raised both in the Ministry as well as among the population for the provision of textbooks, it is highly recommended that all possible ways and means should be explored to provide textbooks for schools. Lack of textbooks was a common problem of all the schools. Meetings of the delegation with the Minster were broadcast on Kabul Radio, which has raised hopes among the population;

- Provision of textbooks should be carried out through a joint effort - the Education Sub-committee and the Ministry of Education. Considering the current capacity of the Ministry, it seems virtually impossible for the Ministry to raise funds for the project; and

- If possible, it would be a good idea to provide textbooks for schools all over the country, otherwise, provision of textbooks for Kabul city is imperative. Need for textbooks in Kabul city is greater than any other provinces, considering the large number of students attending classes and disappearance of textbooks from the Ministry. If authorized textbooks are provided, NGOs working in the provinces will most probably buy and distribute them.

Education in Afghanistan:
The Need and the Role of NGOs
May 1995

Afghanistan is war-weary, fragmented, poverty stricken and in incredible political, social and economic disarray after 16 years of war. Lack of basic knowledge by the bulk of the population is one of the biggest stumbling blocks to peace and development. People need tools in order to rebuild, to manage their lives, understand new ideas and to plan for the future. Yet adult literacy and school enrolment rates are among the lowest in the world. Only 14% of the women can read; only 44% of the men. Only 4% of the girls of primary school age are in school; only 27% of the boys. There are simply not enough schools, not enough adult education programmes, not enough services in general. The donor base has shrunk - more support is needed.

The government is not able to do much, but it does support schools in some of the urban areas. Payments to teachers are irregular, as is the supplying of textbooks and other basic supplies. NGOs (non-government organisations) are making major contributions as they struggle to support local and central government efforts, rebuild such infrastructure as teacher training institutions and school buildings and, most critical, to bring basic education to the rural as well as the urban areas.

This year twenty six NGOs and three U.N. agencies collaborated to produce a workplan for 1995. The work is in progress and is impressive:

NGOs are supporting 270,000 primary school students with textbooks, stationery and supplies, salary subsidies to teachers and headmasters, supervision and monitoring. Most of the "schools" are without buildings, but teachers meet with students in homes, open courtyards and mosques.

NGOs are training 4000 teachers and headmasters this year. Most of this training is intensive, lasting for 2 weeks to 2 months and is followed up through on site school visits for further training and support. To date NGOs have trained at least 20,000 school teachers. Through the ACBAR Education Subcommittee, a data base has been established of all teachers trained since January 1992. Also combined seminars for teacher trainers from NGOs and government allow Afghan educators to share ideas and find ways to improve teacher training programmes.

NGOs are providing basic education - literacy, arithmetic, basic health - to 17,600 adults this year (11,800 females and 5800 males). This is often combined with vocational skills training, not only because practical skills are desperately needed to rebuild the nation, but also because the Soviet regime's push for literacy as left many people distrustful of literacy and female education per se.

NGOs are rehabilitating and building new schools, linking construction with clean drinking water and latrines.

NGOs, the U.N. and the local and central government of Afghanistan are meeting together with promising results. A unified curriculum and set of textbooks have been agreed to by the major implementors and will hopefully be ready soon. Last year a Framework with objectives and strategies was agreed to, again by the major implementors, and NGOs are working together toward an equal distribution of services, the sharing of resources and ideas.

Please check attached budget for the:

1995 WORK PLANS

for

EDUCATIONAL REHABILITATION in AFGHANISTAN

Contributors:

AAID (Afghan Agency for Integrated Development)
ACBAR (Agency Coordinating Body for Afghan Relief)
ADA (Afghan Development Association)
AFRANE (Amite Franco-Afghane Aide Humanitaire et Info)
AG BAS-Ed (Afghan German Basic Education)
AITM (Afghan Inkishaafee Tarbiawee Markaz)
AMNA (Creation d'Ecoles Pilotes en Afghanistan)
BBC (British Broadcasting Corporation)
CARE International
CHA (Coordination of Humanitarian Assistance)
CoAR (Coordination of Afghan Relief)
DHSA (Development & Humanitarian Services in Afghanistan)
EPA (Education Project for Afghanistan)
GTZ-BEFARe (Basic Education for Afghan Refugees)
IIRO (International Islamic Relief Organisation)
IRC (International Rescue Committee)
ISRA (Islamic Relief Agency)
NAC (Norwegian Afghanistan Committee) - Not in Annex
NPO/RRAA (Norwegian Project Office/Rural Rehab Assoc for Afghan.)
NCA/NRC (Norwegian Church Aid/Nor. Refugee Council)
PSD (Partners in Social Development)
RBTU (Radda Barnen Training Unit)
SCA (Swedish Committee for Afghanistan)
SCF-UK (Save the Children Fund, U.K.)
Shuhada (Shuhada Organisation) - Not in Annex
SOS/PG*Belgium (Solidarite Afghanistan SOS/PG*Belgium)
UNESCO (United Nations Educational, Scientific & Cultural Organ.)
UNHCR (United Nations High Commissioner for Refugees)
UNICEF (United Nations Children's Fund)

7 June 1995

Others not here, but would be good.
SERVE
ECA
SAVE US

PLEASE { CORRECT/ CHECK { AMOUNT + STATUS

[illegible]. OVERALL BUDGET: EDUCATION REHABILITATION INSIDE AFGHANISTAN

Return to Barbara Peterson SCA

The following shows the total education budget for the listed organizations for work inside Afghanistan.

NGO/UN	Donor	1995 Budget		Status
		ECUs	US $	
AAID	various donors	34,784	40,000	Requested
ADA	NCA/NRC SAFE (Irish donor)	335,400 33,375 368,775	385,700 38,380 424,080	Requested Requested
AFRANE	Secours Catholique	64,710	74,420	Requested
AGBASEd	GTZ (German gov't) E.U.	43,500 13,000 56,500	50,000 15,000 65,000	Confirmed Confirmed
AITM	Save the Children UK Canada Fund	8,318 8,317 16,635	9,565 9,565 19,130	Confirmed Requested
AMNA	AEM (French donor) E.U.	8,696 8,696 17,392	10,000 10,000 20,000	Confirmed Requested
CARE Int'l	UNICEF Canada Fund CARE	53,000 21,000 7,000 81,000	60,911 24,230 8,000 93,141	Confirmed Confirmed Confirmed
CHA	WFP EU	146,460 23,350 169,810	168,420 26,850 195,270	To be rqstd To be rqstd
CoAR	CFLI (a Canadian fund)	9,410	10,820	Requested
DHSA	self funding	unknown	unknown	
EP	various donors	589,739	678,200	Requested
IIRO	self funding	243,478 121,739 365,217	280,000 140,000 420,000	Confirmed Requested
IRC	Stichting Vluchteling Various donors-Jalabd Unfunded Total Primary	131,220 67,190 2,040 200,450	150,904 77,270 2,343 230,517	Confirmed 35% confrmd
	Stichting Vluchteling Various donors-Jalabd Unfunded Total Secondary	14,955 21,561 18,352 54,867	17,198 24,795 21,105 63,098	Confirmed 35% confrmd
	Tot. Primary & Secon.	255,317	293,615	

..GO/UN	Donor	1995 Budget		Status
		ECUs	US $	
..C *	OD Norwegian students NORAD Nor. government UNDCP	59,752 4,252 42,765 106,770	68,715 4,890 49,180 122,785	Confirmed Confirmed Requested
PO/RRAA *	NCA/NRC	66,145	76,067	Confirmed
..)	NOVIB Netherlands UNESCO	86,087 8,696 94,783	99,000 10,000 109,000	Requested Requested
..S/PG*Bel.	E.U. Jan-Sept budget E.U. Oct-Dec budget	243,500 82,280 325,780	280,000 94,625 374,625	Confirmed To be Rqstd
..A *	SIDA (Swedish gov't) E.U.	907,830 762,000 1,669,830	1,044,000 876,300 1,920,300	Confirmed Confirmed
..ESCO		47,826	55,000	
..ICEF	U.N. appeal Regular 1995 budget	400,000 457,043 857,043	460,000 525,600 985,600	Requested Confirmed
TOTAL		4,887,391	$5,620,498	

Also has funds for school construction, but they are not included in these ..ures.

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OVERVIEW

	UNO 1997 Data				Primary Education Support				Adult Basic Education			
SCA Region Province	Children Age 7-14	% enrol. in school	Implementor	Survey Activities	# Students	# Teachers	# Tch.Trnd	Construc./ Repairing	# Male	# Female	M.O.[illegible]	
4. 5. Central												
Ghor	55,449	4.42										
Samangan	54,846	10.05	SCA	Comprehensive	7,243	276	60					
5. Central												
Wardak	140,044	23.85	SCA	Comprehensive	14,094	544	75	3 schools		150		
			ADA		1140	34		Repairs				
			CoAR		2020	13		Rep.&Constr.				
			ISRA		160	4						
			SOS/Bel	Task Oriented			40					
			Total Prov.		16,394	641	115			100		
Logar	40,200	48.85	SCA	Comprehensive	10,446	343	75	2 schools		100		
			IRC		21,934	322	145					
			AFRANE		2000	56		Build&Repair				
			ISRA		193	4		Build&Repair				
			SOS/Bel	Task Oriented			40					
			Total Prov.		34,569	1,331	260			100		
Parwan	137,224	33.50	SCA	Comprehensive	3,747	136	80					
			SOS/Bel	Task Oriented			40					
			Total Prov.		3,747	136	120					
Kapisa	175,770	25.93	SCA	Comprehensive	8,435	310	80					
Kabul:	884,724		UNICEF		•							Supplies
City			AMNA		300	10						
Districts			SCA		1,147	32						
Displaced			SOS.Bel.				125					
			NPO/RRAA		15000	540						Hisr Shahi
			IRC		10000	350						New Hada
			IIRO		1200	30						Hisr Shahi
	—		AG.SAS.ED		1100	30						Mumtaz
			Total Disp.		28747	992	125					

* Kits for students and teachers

CHART 1, PAGE 3

OVERVIEW

GOA Region Province	UNO 1993 Data: Children Age 5–14	UNO 1993 Data: % enrol. in school	Implementor	Survey Activities	Primary Education Support: # Students	Primary Education Support: # Teachers	Primary Education Support: # Tch. Trng	Primary Education Support: Construc./ Repairing	Adult Basic Education: # Male	Adult Basic Education: # Female	Adult Basic Education: MCH (Fem.)	REMARKS
3. East												
Nangarhar	[illegible]	22.10	SCA	Comprehensive	1,512	25	150	3 schools		283		
			AG.BAS.ED		3500	70	130	2 schools	740	750	[illegible]	
			NPO/RRAA	Task Oriented	•				15	10		
			AMNA		240	5						
			IIRO *		230	9						Orphanage
			ISRA		380	8			105	125		
			SOS.Bel.	Task Oriented			305		60			
			Total Prov.		5,692	127	635		920	1,148	1,200	
Kunar	55,652	16.17	SCA	Comprehensive	9,257	367	60	2 schools		80		Hostel
			ISRA		850	21		2 schools				
			AG.BAS.ED		2000	40	55		1500		300	
			SOS.Bel.	Task Oriented			325		25			
			Total Prov.		12,147	428	440		1,525	80	600	
Laghman	108,011	16.24	SCA	Comprehensive	7,005	220	95	3 schools		80		
			NPO/RRAA	Task Oriented	270	22		2 schools	15	10		
			SOS.Bel.	Task Oriented			255		25			
			ISRA		160	4						
			AG.BAS.ED	Task Oriented				1 School	750	500	800	
			Total Prov.		7,439	246	350		790	590	800	
Nuristan			AG.BAS.ED	Task Oriented					500	230	600	
			NAC					2 schools				

* Also Support Pedagogy Institute

CHART 1, P-6

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OVERVIEW

GOA Region Province	UNO 1988 Data: Children Age 5–14	UNO 1988 Data: % enrol. in schoo	Implementor	Survey Activities	Primary Education Support: # Students	Primary Education Support: # Teacher	Primary Education Support: # Tch.Trng	Primary Education Support: Construc./ Repairing	Adult Basic Education: # Male	Adult Basic Education: # Female	Adult Basic Education: MCH (Fem.)	REMARKS
7. South												
Ghazni	225,250	19.00	SCA	Comprehensive	10,883	405	50	4 schools		230		
			NAC		3,890	216	120	4 schools				also 4 [illegible]
			Shuhada		8000	184		5 Schools		123		
			IIRO		200	9						Orphanage
			P&D		5,000	98	86		640	120		Curriculum
			CoAR		850	15		1 School				
			DHSA					1 School				
			SOS.Bal.				40					
			Total Prov.		28,833	824	346			473		
Paktika	88,880	16.92	SCA	Comprehensive	8,092	246	70	2 schools				
			IRO		2,750	121	115					
			NPO/RRAA									
			CARE	Task Oriented								
			Total Prov.		10,842	367	185					
Paktia	160,580	29.30	SCA	Comprehensive	2,000	46	60	3 schools				
			AG.BAS.ED	Task Oriented	2,000	40	55		500			
			NAC					2 schools			800	
			NPO/RRAA						40	35		
			IRC		11,000	338	145					
			Total Prov.		15,000	424	260					
Khost			CARE	Baseline data	800	40	40	1 school				
			ISRA		192	6						
			IRC		11,000	500	115					
			Total Prov.		11,992	546	155					



ACBAR اکبر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Tuesday 27 May 1997

Participants:

Ellen van Kalmthout	UNICEF
Joyce Gachiri	UNICEF
Niaz Ahmad	UNHCR
Chin Chin	IRC
Eric van der Lee	IRC
Sayed Ibrahim Abdali	UNO/EPA
M. Roz Khan	AABRAR
Faqir Mohammad	SERVE
Prof. Ilham	BEFARe
Dr. Habibullah Frahmand	GTZ/NSP
A. Qayeum Karim	BBC AED
Nazifa Aabedi	AIL
Khorshid Noori	NAC
Dr. Gul Jan Wror	Observer
Abdul Rahim	ISRA
Roza Gul	SCA
N. H. Dupree	ACBAR
Shafiq Ahmad	ACBAR

Apology:

Amir M. Ahmadi	SA/Belgium
Dr. Zadran	CARE

* * * * * * * * * *

Ms. Ellen van Kalmthout, the Deputy Chairperson, presided over the meeting.

i. Approval of the agenda and minutes of the last meeting

The agenda:
Three items added under Any other business were:
- Proposal for refugee schools;
- Education in the north after Taliban; and
- Education workshop in Kandahar.

PESHAWAR OFFICE
2 Rehman Baba Road
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U/T, Peshawar, Pakistan
Tel: 40839, 44392, 45316, 45347
Fax: 092-521-840471
Email:director@acbar.psh.brain.net.pk

KABUL OFFICE
137 Farukhi Wat
Shehr-e-Nau
Kabul, Afghanistan
Tel: 33684

CHART PAGE 5

OVERVIEW

GOA Region Province	UNO 1998 Data: Children Age 5–14	UNO 1998 Data: % enrol in school	Implimentor	Survey Activities	Primary Education Support: # Students	Primary Education Support: # Teachers	Primary Education Support: # Tch. Trng	Primary Education Support: Construc./ Repairing	Adult Basic Education: # Male	Adult Basic Education: # Female	Adult Basic Education: MOR (Fem)	REMARKS
3. Southwest												
Zabul	52,811	3.21	ADA	Comprehensive	6,330	211		Repairs				
			SOS.Bel.				40					
			Total Prov.		6,330	211	40					
Kandahar	207,583	3.07	ADA	Comprehensive	7,950	258		Repairs				
			SOS.Bel.				40					
			Total Prov.		7,950	258	40					
Helmand	132,071	2.85	ADA	Comprehensive								
Nimroz	16,906	15.50										
Orozgan	145,776	1.06	ADA	Comprehensive	7,290	251		Repairs				
			SOS.Bel.				40					
			Total Prov.		7,290	251	40					
Whole E.C., C., E., South and Southwest Regions			UNICEF **		60,000	6,000						
			TOTAL:	All NGOs:	265,263	9,264	3,746		5,433	3,434	4,200	
				UNICEF **	150,000	15,000						
				SCA ***	15000	490						

* 73000 of these students are supported without purchase of textbooks
** Kits for students and teachers
*** Text books, suplemental material and stationery only

EDUCATION WORK PLAN 1995
Support to Primary Schools

CHART 2

GOA Region * Province	Agency	SCHOOL SUPPORT # Sch.	# Students Boy	Girl	Total	# Teachers Male	Fem.	Total	Kind Of Support ** Salary	Textb.	Statio.	Other	Remarks
1. Northeast													
Badakhshan	SCA	65	9954	1796	11,750	403	47	450	y	y	y		
Kunduz	SCA	22	4807	4995	9,802	126	184	310	y	y	y		
Baghlan	SCA	52	12213	970	13,183	371	34	405	y	y	y		
Takhar	SCA	46	8391	4376	12,767	317	76	393	y	y	y		
2. North													
Badakhshan	SCA	35	3244	1317	4,561	191	26	217	y	y	y		
Balkh													
Jawzjan													
Faryab													
Whole NE + N Regions	UNICEF				45000			4500	N	N	N	One time offer Educ. supplies / Health messages Workshops on teaching aids and Facts for Life	
3. West													
Badghis													
Herat	UNICEF	1	50	50	100	5	5	10	x/	N	N	Child-to child	Health Educat.
	AIRM											Support Pedagogy	Institute
	IIRO	1		250	250	9		9	y	y	y	Rs.300/month	Orphanage
	Total Prov.	2	50	300	350	14	5	19					
Farah													
Whole West Region	UNICEF				45000			4500	N	N	N	One time offer Educ. supplies / Health messages Workshops on teaching aids and Facts for Life	

* Government of Afghanistan Regions
** School repair/construction is shown on the overview chart

GOA Region Province	Agency	# Sch.	# Students Boy	Girl	Total	# Teachers Male	Fem.	Total	Kind Of Support Salary	Textbk	Statio	Other	Remarks
4.E.Central													
Ghor													
Bamyan	SCA	42	5563	1680	7243	271	5	276	y	y	y		
5.Central													
Wardak	SCA	79	12694	1400	14094	534	10	544	y	y	y		
	ADA	5	740	400	1140			44	y	y	y		
	CoAR	6	3000		3000	49		49	y	y	y		
	ISRA	1	160		160	4		4	y	y	y		
	Total Prov.	91	16594	1800	18394	587	10	641					
Logar	SCA	50	9218	1227	10,445	309	40	349	y	y	y		
	IRC		21274	720	21,994	916	6	922	N	y	y		
	ISRA	1	150		150	4		4	y	y	y		
	AFRANE	4	1500	500	2,000			56	y	y	y		
	Total Prov.	55	32142	2447	34589	1229	46	1331					
Parwan	SCA	20	3165	581	3747	135	0	135	y	y	y		
Kapisa	SCA	32	8128	307	8435	306	7	313	y	y	y		
Kabul: Kabul City	UNICEF										y	and chalk board	
	AMNA	1	170	130	300	5	5	10	y	y	y		
Districts	SCA	2	1000	147	1,147	28	4	32	y	y	y		
Displaced	NPO/RRAA		11700	3300	15,000	270	270	540	N	y	y		Hisar Shahai
	AG.BAS.Ed	2	900	200	1100	25	5	30	y	y	y		Mumtaz Camp
	IIRO	7	720	480	1200	17	13	30	y	y	y	Food to Teach.	Hisar Shahai
	IRC	20	6000	4000	10000	210	140	350	y	y	y	Food for Work	New Hada Cam.
	Total Disp.	32	20490	8257	28747	555	457	992					

GOA Region		#	# Students			# Teachers			Kind Of Support				
Province	Agency	Sch.	Boy	Girl	Total	Male	Fem.	Total	Salary	Textbo	Statio	Other	Remarks
6. East													
Nangarhar	SCA	8	0	1512	1512	18	17	35	y	y	y		
	AG.BAS.Ed	20	2000	1500	3500	40	30	70	y	y	y		
	IIRO	1	250		250	9		9	y	y	y	Rs.300/month	Orphanage
	ISRA	2	390		390	8		8	y	y	y		
	AMNA	2			240			5	y	y	y		
	Total Prov.	33	2640	3012	5392	75	47	127					
Kunar	SCA	58	6586	2611	9297	358	9	367	y	y	y		
	ISRA	1	850		850	21		21	y	y	y	Support one	Hostel
	AG.BAS.Ed	10	1500	500	2000	30	10	40	y	y	y		
	Total Prov.	69	9036	3111	12147	409	19	428					
Laghman	SCA	23	6370	639	7009	203	17	220	y	y	y		
	ISRA	1	160		160	4		4	y	y	y		
	NPO/RRAA	1	135	135	270			20	N	y	y		
	Total Prov.	25	6665	774	7439	207	17	244					
7. South													
Ghazni	SCA	61	9823	1140	10963	393	12	405	y	y	y		
	IIRO	1	250		250	9		9	y	y	y	Rs.300/month	Orphanage
	PSD	8	2550	530	3080	84	12	96	y	y	y		Curriculum
	Shuhada	16	6000	2000	8000	155	29	184	y	y	y		Inc. Secondary
	NAC	13	3800	190	3990	215	0	215	y	y	y		Inc. Secondary
	CoAR	1	550		550	15		15	y	y	y		
	Total Prov.	100	22973	3860	26833	871	53	924					
Paktika	SCA	39	7477	615	8092	243	3	246	y	y	y		
	IRC		2700	50	2750	121		121	N	y	y		
	Total Prov.	39	10177	665	10842	364	3	367					
Paktia	SCA	8	1800	200	2000	46		46	y	y	y		
	AG.Bas.Ed	10	1500	500	2000	30	10	40	y	y	y		
	IRC		11000		11000	338		338	N	y	y		
	Total Prov.	18	14300	700	15000	414	10	424					
Khost	CARE	50	400	400	800	30	10	40	N	y	y	Tents,Tarps,BBC	Grade 1 and 2
	ISRA	1	192		192	5		5	y	y	y		
	IRC		11000		11,000	500		500	N	y	y		
	Total Prov.	51	11592	[illegible]0	11992	535	10	545					

CHART 2 PAGE 4

GOA Region Province	Agency	# Sch.	# Students Boy	Girl	Total	# Teachers Male	Fem.	Total	Kind Of Support Salary	Textb	Statio	Other	Remarks
8.Southwest													
Zabul	ADA	22	6330		6330	211		211	y	y	y	Integrates health,	
Kandahar	ADA	47	7375	575	7950	258		258	y	y	y	agricul.& environ.	
Helmand												with Education	
Nimroz													
Orozgan	ADA	48	7290		7,290	251		251	y	y	y		
Whole E.C.,C. E.,South and S.W. Regions	UNICEF				60000			6000	N	N	N	One time offer. Educ. supplies / Health messages Workshops on teaching aids and Facts for Life	
	Total UNICEF	926	223120	41923	265283* 150000	8101	1036	9262 15000				Kits for students and teachers	

* 73000 of these students are supported with out the purchase of the textbooks

ADULT EDUCATION
WORK PLAN 1995

Chart 3, Page 1

OA Region * Province	Agency	Adult Basic Education (literacy) Type	Duration	# Participants Male	Female	REMARKS
. Northeast						
Badakhshan	SCA	Women's Ed.	9 months		100	New course
unduz	SCA	Women's Ed.	9 months		100	New course
aghlan	NPO/RRAA	Technic.Trng	4–6 mon.	20	40	1 Hour/day
Takhar	SCA	Women's Ed.	9 months		200	Continuation
2. North						
Samangan						
alkh	NPO/RRAA	Technic.Trng	4–6 mon.	20	40	1 Hour/day
Jawzjan						
F[illegible]yab						
3. West						
Badghis						
erat	CHA	Literacy	12 months	26	26	with carpet weaving training
	NPO/RRAA	Technic.Trng	4–6 mon.	100	100	1 Hour/day
	Total Prov.			126	126	
Farah	CHA	Literacy	12 months	52	52	with carpet weaving training
4. E. Central						
hor						
amyan						
5. Central						
[illegible]dak	SCA	Women's Ed.	9 months		100	New course
Logar	SCA	Women's Ed.	9 months		100	New course
arwan						
apisa						
Kabul: strict isplaced						
. East						
Nangarhar	SCA	Women's Ed.	3 months		163	Continuation
	SCA	Women's Ed.	9 months		100	New course
	ISRA	Vocaton.Trng	10 months	105		
	ISRA	Vocaton.Trng	3 months		125	
	SOS.Bel	Literacy	6 months	50		Apprentices
	AG.BAS.ED	Basic Edu.	12 months	750	750	Includes Displaced
	NPO/RRAA	Technic.Trng	4–6 mon.	15	10	1 Hour/day
	Total Prov.			920	1148	

* Government of Afghanistan Region

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GOA Region Province	Agency	Adult Basic Education (literacy) Type	Duration	# Participants Male	Female	REMARKS
Kunar	SCA	Women's Ed.	9 months		80	New course
	SOS.Bel	Literacy	6 months	25		Apprentices
	AG.BAS.ED	Basic Edu.	12 months	1500		
	Total Prov.			1525	80	
Laghman	SCA	Women's Ed.	9 months		80	New course
	SOS.Bel	Literacy	6 months	25		Apprentices
	AG.BAS.ED	Basic Edu.	12 months	750	500	
	NPO/RRAA	Technic.Trng	4–6 mon.	15	10	1 Hour/day
	Total Prov.			790	590	
Nuristan	AG.BAS.ED	Basic Edu.	12 months	600	250	
	Total Prov.			600	250	
7.South						
Ghazni	PSD	Functional Lit.	6 months	840	120	Evening class
	SCA	Women's Ed.	3 months		130	Continuation
	Shuhada	Literacy	12 months		123	
	SCA	Women's Ed.	9 months		100	New Course
	Total Prov.			840	353	
Paktika						
Paktia	AG.BAS.ED	Basic Ed.	12 months	1500		New course
	NPO/RRAA	Technic.Trng	4–6 mon.	40	35	1 Hour/day
	Total Prov.			1540	35	
Khost						
8. Southwest						
Zabul						
K[illegible]dahar						
H[illegible]mand						
Nimroz						
Orozgan						
TOTAL Basic Education (includes Literacy):				5,771	3,417	
MCH (Mother Child Health)						
	AG.BAS.ED	MCH courses			4200	
	SCA	daya training			180	
	NAC	daya training			80	
	Total of MCH training:				4,460	

Chart 4A

Teacher Training: Primary Schools
WORKPLAN 1995

ORGANIZATION	No. TEACHER TRAINERS			No. TEACHERS/HEADMASTERS TO BE TRAINED			
	M	F	Tot	M	F	Tot	Description
AG BAS-Ed	10	2	12	130 40 170	50 20 70	180 60 240	Teacher Trng: Mostly 2 weeks Headmaster Trng TOT:Tchr&Hdmstr
CARE	1	1	2	30	10	40	on the job-1 yr.
IRC	12	0	12	180 120 120 420 100 520		180 120 120 420 100 520	Teacher Trng: 25 day pedagogy 18 day math 18dayPushto/Dari Total Tchr Trng Headmaster Trng TOT:Tchr&Hdmstr
NAC	3		3	120		120	Teacher Trng: 2 weeks
PSD	4	2	6	31 46 77 7 84	11 11 1 12	31 57 88 8 96	Teacher Trng: 3 weeks 2 weeks Total Tchr Trng Headmaster Trng TOT:Tchr&Hdmstr
SOS/PG* BELGIUM	23	3	26	105 800 160 0 1065	60 100 80 65 305	165 900 240 65 1370	Teacher Trng: 2.5 month course 3 week seminar 8 day workshop 16 day prac.work TOTAL
SCA	30	9	39	675 0 125 800 340 1140	10 40 145 195 25 220	685 40 270 995 365 1360	Teacher Trng: 2 month course 1 month course 1-2 week course Total Tchr Trng Headmaster Trng TOT:Tchr&Hdmstr
ALL NGOs	83	17	100	2642 487 3129	571 46 617	3123 533 3746	TEACHERS HEADMASTERS GRAND TOTAL



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

SECTORAL COORDINATION - EDUCATION

During 1994, it became obvious that much more concern had to been given to the sector of education. This was for several key reasons:

a) the cessation of the USAID funding - one of the main NGOs involved in education was, therefore, forced to drastically cut its programmes;

b) the decision of UNHCR to phase out much of its programme activity to refugees within two years;

c) the overall funding decrease to the Afghanistan aid process;

d) the urgent need for better coordination and standardisation between agencies involved in education;

e) the need for a "Framework for Education" so that agencies and donors could more closely cooperate;

and f) the obvious need for more assistance to be devoted to this sector.

In the first instance, the European Commission established a forum for those agencies that were both involved in this sector and funded through the European Union. Much work was undertaken and a basic framework for the sector was developed.

However, as education is such a key sector and there are vital links with other sectors, there was agreement that this forum should be expanded. Such a new forum could include all agencies involved in any way in education, as well as others that might be interested in undertaking work in the future in the sector. To this end, it was agreed that the establishment of an Education sub-Committee within ACBAR would prove most beneficial.

A sub-Committee was set up in mid 1994 as part of the Sectoral Coordination activities of ACBAR. Using the framework already established, this grouping of agencies has now developed key aims and objectives for the future. It has also paid attention to the critical need of data collection to establish a database so that information is available for planning purposes; and for improved coordination and standardisation. Currently, ACBAR is setting up a database of all those individuals who have received teacher training by the NGOs. This will be followed, at a later date, by information about the number of primary schools operating and other relevant details such as population served, etc..

The Sub-Committee will work closely with the agencies themselves as well as the donors and the various authorities inside Afghanistan.

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EDUCATION WORK PLAN 1995

Primary Teacher Training

Chart 4B page 1

GOA Region* Province	Agency	Teacher Training: 1 – 2 weeks Male	Fem.	3 – 4 weeks Male	Fem.	2 – 2.5 mon. Male	Fem.	Headmaster Trng 10–12 Days Male	Female	REMARKS
1. Northeast										
Badakhshan	SCA		15			40		20	5	
Kunduz	SCA		20			40		20		
Baghlan	SCA					40		20		
Takhar	SCA		20			40		20	5	
2. North										
Samangan	SCA					40		20		
Balkh	SCA	20				40		20		
Jawzjan										
Faryab										
3. West										
adghis										
Herat										
Farah	/									
4. E. Central										
Ghor										
Bamyan	SCA	10				50		20		
5. Central										
Wardak	SCA		10			45		20		
	SOS/Bel.			40						
	Total Prov.		10	40		45		20		
Logar	SCA					40	10	20	5	
	SOS/Bel.			40						
	IRC	60				60		25		
	Total Prov.	60		40		100	10	45		
Parwan	SCA	20				40		20		
	SOS/Bel.			40						
	Total Prov.	20		40		40		20		
Kapisa	SCA	20				40		20		
Kabul; Kabul City Districts Displaced	SOS/Bel.		60		65					
	SCA									See Nangarhar
6. East										
Nangarhar	SCA		45		40	40		20	5	Inc.Displaced
	SOS/Bel.	40	20	200	60	35	30			
	AG.BAS.Ed	70	30					20	10	
	Total Prov.	110	95	200	100	75	30	40	15	
Kunar	SCA					40		20		
	SOS/Bel.	60		160	40	35	30			
	AG BAS.Ed	30	10					10	5	
	Total Prov.	90	10	160	40	75	30	30	5	

* Government of Afghanistan Region

The minutes:
SCA stated that they have raised the issue of relocating schools at the last meeting, but was not recorded in the minutes. SCA is currently moving schools from the new locations to the pre-war locations. These locations have been identified by the Ministry of Education following a detailed survey and, therefore, must be in the correct locations.

SCA is looking forward to hearing from the members as to whether it is an appropriate decision or not. Taking importance of the issue into account, the need for a detailed discussion on the issue was underlined. Agencies were requested to think of the issue, so that a productive discussion can be encouraged at the next meeting.

The rest of the minutes were approved.

ii. **Announcement**

IRC - have unfortunately closed their primary education programs for Afghanistan. The secondary education will be phased out shortly. IRC has been supporting education in Afghanistan since 1988. The program has been closed mainly due to lack of interest by the donors. The materials have been stored and solution will be found for their future use.

Following this decision, 15 Master Teacher Trainers of IRC are desperately looking for jobs.

Dr. Gul Jan Wror circulated a sheet on logical teaching and learning literacy programs and explained the chart.

UNO/EPA - completed the revision of primary textbooks. All these textbooks are now available for printing. Textbooks for grade one, which were believed to be too short, have now been expanded and are ready for printing too.

Price for the UNO/EPA prepared Dari into English dictionary has been reduced to Rs. 600. Interested individuals can send their orders to UNO/EPA.

The BBC Afghan Education Drama series for Afghanistan, "New Home, New Life" originated as a radio drama series. Later it was developed and published a monthly cartoon journal based on the New Home, New Life story lines. The educational messages of the drama are reinforced by short feature programs following the same story lines. Educational songs are another part of the project.

Based on music limitation and audience and NGO's suggestions and needs, BBC/AED started to produce "Educational Compilations". These consist of "New Home ,New Life" scenes and interview with experts and audiences. The compilations can be used in the educational process as well as improving quality of life.

GOA Region Province	Agency	Teacher Training						Headmast.Trg		REMARKS
		1 – 2 weeks		3 – 4 weeks		2 – 2.5 mon.		10–12 Days		
		Male	Fem.	Male	Fem.	Male	Fem.	Male	Female	
Laghman	SCA	20	15			40		20		
	SOS/Bel.	60		160		35				
	Total Prov.	80	15	160		75		20		
7.South										
Ghazni	SCA		20			45		20	5	
	PSD	46	11	31				7	1	
	NAC			120						
	SOS/Bel.			40						
	Total Prov.		31	191		45		27	6	
Paktika	SCA	15				35		20		
	IRC	60				30		25		
	Total Prov.	75				65		45		
Paktia	SCA	20				20		20		
	IRC	60				60		25		
	AG BAS.Ed	30	10					10	5	
	Total Prov.	110	10	0	0	80	0	55	5	
Khost	CARE	30	10							
	IRC	60				30		25		
	Total Prov.	90	10	0	0	30	0	25	0	
8.Southwest										
Zabul	SOS/Bel.			40						
Kandahar	SOS/Bel.			40						
Helmand										
Nimroz										
Orozgan	SOS/Bel.			40						
TOTAL		731	296	951	205	960	70	487	46	

	Teachers	Headmasters
Total Femdes Trained	571	46
Total Males Trained	2642	487
Total Trained	3213	533

SWEDISH COMMITTEE FOR AFGHANISTAN

Proposal for the REHABILITATION of EDUCATION in AFGHANISTAN

Overview

SCA is committed to working within the agreed framework for rehabilitating basic education in Afghanistan. This includes support to primary schools (grades 1-6) and adult literacy, the latter through women's basic education courses. SCA will work cooperatively with the various levels of the Afghan government who are involved in education, as well as with other NGOs and UN agencies. Through this cooperation, SCA will seek to build the government's capacity to support basic education, will strive to coordinate the delivery of quality education in a cost effective manner, will work toward an equitable distribution of services, will seek a deeper understanding of the people's desire for basic education, and will strive to increase the willingness and ability of communities to support education including encouraging income generation activities linked to schools. A key goal is the sustainability of basic education through community participation and government support.

SCA plans to survey the sixteen provinces in which we support education. This work will begin in 1994 and should be well underway by 1995. This proposal seeks to complete and expand upon these surveys, taking in-depth looks at some communities and then working with the communities in social mobilization efforts. These efforts will be aimed at helping communities and leaders establish community committees and develop needed skills to manage schools and income generating projects for funds for the schools. Communities and their leaders will be helped to examine their capacity to support education and to link with NGOs able to assist with rehabilitating schools, able to provide clean water and latrines, and able to assist with income generation projects aimed at sustaining schools.

SCA plans to continue to offer integrated support to 600 primary schools, enlarging the schools and adding approximately 30 schools. This support will be for 135,000 school children; currently SCA supports 112, 000 students. SCA also plans to improve this support based upon the ideas outlined in the education framework. This support will include teacher and headmaster training; monitoring and supervision of schools including on-site support to teachers; providing teachers' guides, basic teaching aides, textbooks, supplemental reading materials, stationary and other school supplies; paying salary subsidies to teachers (US $ 13 per month), headmasters (US $ 16 per month) and school helpers (US $ 8 per month). As per the framework, teachers' guides, school curriculum, textbooks, and teacher training will be coordinated, meaning

revised textbooks and teachers' guides, shared teacher training courses, and unified approaches to the government.

In addition to the 135,000 children receiving integrated support, SCA also proposes to supply an additional 15,000 students with textbooks and other instructional materials. This will be done in coordination with other NGOs and government and in response to requests and needs identified through surveys. SCA also proposes to expand teacher training to train teachers and headmasters from non-SCA supported schools. SCA will work with other NGOs and the government to identify public buildings which can be used rent-free for teacher training, schools and other educational purposes. As required, communities and other NGOs will be encouraged to rehabilitate buildings. As appropriate, the teacher training institutions (nine throughout Afghanistan) will be targeted for rehabilitation by interested NGOs to be used for teacher training.

SCA also plans to continue and expand current successful basic education courses for women. These courses are held in women's homes and teach literacy, arithmetic, basic health and other topics selected by the women and aimed at improving their lives and those of their families. Women's basic education programs cut across traditional sectoral boundaries with vocational training in basic education, home economics, agriculture and animal husbandry.

Education activities first year (1995)

1. Survey and Community Involvement

Survey data will be compiled and made available to all interested parties. Data to be collected and contacts to be made include:

*government education directorates - status, capabilities, needs
*what schools are functioning
*exact location by province and district
*number of students (male/female), by grade and age
*number of teachers (male/female)
*textbook and supply needs
*number of teachers who have received training, with specifics of the training
*methods of support/payment of teachers
*an update regarding which provinces/districts/ communities are able to support schools (finances) and to what extent the various levels of government are functioning and interested in developing education.
*status of schools where neither government nor NGO pays

salary, methods of support, experiences
*Potential income generation for the teacher, school or community's ability to generate income
*community involvement, how to gain support from communities and mobilize community resources; the what and how of community contribution and participation; and the creation of community awareness and teacher involvement.
*NGO educational activities - how have they benefitted Afghanistan, as well as what efforts have not been beneficial.
*Physical inspection of facilities, including latrines and water source

2. Support to Primary Education

a. Teacher Training for Primary School Teachers and Headmasters

SCA will expand teacher training to 900 primary school teachers per year (previously 540) and 360 headmasters (previously 180). This will open training opportunities to 360 teachers and 180 headmasters from non-SCA supported schools. SCA will employ 6 additional teacher trainers (4 males and 2 females) and two additional school inspectors in each of SCA's three regions; a total of 24 new education professionals working inside Afghanistan.

Priority will be on untrained teachers; those whose performance indicates the strongest need for training. Those who receive training will be actual teachers assigned to schools. They will vary in educational level from grade 8 to a few college graduates; many having left school due to war conditions, lack of support for education, and economic pressures. The teachers will be trained for 2 months and provided with follow-up support in their own classrooms. Headmasters are trained for 10 days in school organization and administration, desperately needed skills. Hostel and training facilities, equipment, food, materials and supplies, etc. are provided to the participants.

Each region has a teacher training center and hostel, where teachers and headmasters from primary schools are trained. These centers will be offered to other NGOs for teacher training as possible, endeavoring to make efficient use of facilities. In addition to this and other cooperation among NGOs, discussions with government and the concept of moving into rent free premises are being explored. Depending upon the training needs identified, short term seminars will be designed and delivered on-site by teacher trainers.

Female teacher training is currently being done in each region, but

mainly only near the locations of our female teacher trainers due to the difficulty of travel for females in Afghanistan. Employing additional female teacher trainers, using mobile teams (travel to train and support teachers on-site) and offering modularized courses (for example 2 months' worth of training broken into four 2-week modules) will increase the number of female teachers trained.

Materials and methods for the seminars will be improved, in a large part through coordination with other NGOs working in the field. Train-the-trainer seminars conducted by experienced educators will meet training needs identified by teacher trainers and will be used to enable teacher trainers to teach adult literacy.

Evaluation is ongoing throughout. This project is expected to result in improved teaching. Based upon previous evaluations of trained vs. untrained teachers, we expect to be able to demonstrate improved learning by the students.

b. Textbooks and Other Instructional Materials

As per the framework, primary school curriculum and textbooks will be reviewed and revised with other education NGOs and UN agencies and the government of Afghanistan. The result will be one agreed upon curriculum for Afghanistan, one approved set of textbooks and teachers' guides. Messages of peace, tolerance and unity, as well as basic health information and practical subjects important for the rehabilitation of a war torn country will be an integral part of the textbook revision process.

Teaching aides - charts, maps and supplemental reading books (many of them silk screened items) are also included in very modest numbers. This proposal also includes basic stationary items for teachers and students. Notebooks, pencils, stationary, blackboards and slates are included.

150,000 students and their teachers can be served with the requested budget.

c. Girls Home Schools

These schools are for grades 1-3. The schools are intended to increase access through close proximity to younger children and to promote equity as they focus on girls. Students will be prepared for entrance into grade 4 at regular primary schools. Classes meet for nine months per year, with new students admitted each year.

Home schools are cost effective, allowing for large numbers of children to be introduced to primary education. The design emphasizes community participation in the planning, implementation and monitoring of the schools. Teacher training and support through detailed teachers' guides are also integral to the project.

SCA proposes 15 home schools per SCA region; a total of 45 new schools. Each school will have grades 1-3 with an average of 15 students per class.

d. Simple Building Repair, Tents, Floor Coverings

As per the framework, SCA will encourage non-education NGOs to rehabilitate public and other buildings for schools and will work in creative ways to increase community contributions toward school facilities. The funds requested will be used to support community efforts and will allow simple mud buildings to be repaired, will allow for tents if needed, and will especially allow for home schools to begin. Homes and schools need plastic mats or tarps for the children to sit on; concrete beams may be needed for an additional room which a teacher is willing to add to an existing home, a water tank or latrine may be needed for the children, etc. By having funds available, work can proceed and schools can begin in a short time frame.

3. Adult Literacy/Basic Education for Women

This proposal will allow SCA to continue and expand current successful basic education courses for women. The teachers are always women; the courses are held in teachers' homes, with up to 20 women per class. To date 380 women have attended classes (6 days per week; 2 1/2 hours per day); taking a mix of courses designed to impart skills which can help improve the lives of the women and their families. Literacy, arithmetic and basic health are integral parts of all courses.

In order to achieve self-reliant literacy programs at the community level, this project addresses community participation and support at all stages: planning, implementation and monitoring. Communities must want the courses and be willing to support the activities by providing the teachers and supervisor, school location (homes), and eventually teachers' salary subsidies.

SCA will respond to training needs expressed by Afghan women, integrating courses to respond to women as total human beings -

people with responsibilities for child bearing and child rearing, family health care and household tasks, income production, agriculture, animal husbandry, repair of destroyed homes and so on. Therefore, in addition to literacy, arithmetic, and basic health, potential topics are:

- -improved child care methods
- -sewing, knitting, weaving, etc.
- -improved kitchen gardening
- -poultry management
- -reforestation/tree nurseries
- -extension work for the poultry, goats, sheep and cows traditionally cared for by women, including dairy production
- -improved food preservation, fruit and vegetable drying, improved storage of vegetables, fruit juices, canning operations
- -silk worms
- -water and sanitation
- -fuel saving and alternative energy sources
- -Holy Quran

SCA's strategy for working with women's literacy and training is to concentrate on practical, useful projects for women that will truly benefit Afghanistan; undertake women's projects and programs that fit logically into SCA's program and policy; build on community trust that has been established; and to start with small scale pilot projects, building future efforts on success and learning from the problems. SCA has been working to build a strong knowledge base in women's projects - what has worked, where, how, and what the problems have been.

The funds requested will support the literacy, arithmetic and health education components of the women's basic education courses. The requested funds will be used to hire and train supervisors and teachers, pay teachers' salary subsidies, and purchase literacy books and other training materials and supplies. Teacher training and on-the-job support through teachers' guides and supervisors are included. SCA will contribute the funds for the other components of the courses.

This project will enable 600 women to receive literacy, arithmetic and basic health education.

EDUCATION 4/95.

BRIEF ON THE PROJECT'S ACTIVITIES AFGHAN GERMAN BASIC EDUCATION (AG BAS-Ed.)

HISTORICAL BACKGROUND:

AG BAS-Ed is supported by GTZ-BEFARe (Basic Education for Afghan Refugees). This project had started in late 1990 to provide assistance to education to Afghan Refugees.

Over several years the project successfully implemented a number of educational programmes, but it was felt that the project should work in Afghanistan as well.

Therefore it was appropriate to found AG BAS-Ed. to work on a large and regular scale in Afghanistan.

OBJECTIVES OF AG BAS-Ed. PROJECT:

The project wants to contribute to the overall goal 'Basic Education for Afghans is improved' within its financial, technical and political limits. The following five outputs are envisaged to serve the project purpose 'Teaching on the basic education level is effectively carried out':

1. Teachers are trained to work with project material as well as non-project material on learner-centred basis
2. Appropriate teaching material is provided (formal and non-formal).
3. Literacy skills and child care awareness are acquired by the participants (Non-formal education)

ACTIVITIES AND MATERIALS USED BY THE PROJECT:

The project mainly using teaching / learning materials which were prepared by GTZ-BEFARe. The basic pedagogical intention behind these materials is to facilitate a child-centred teaching, to activate children and to give them the assistance to understand texts and to apply rules (to operate) rather than to learn them only by heart or to chant texts and rules without understanding them. Moreover the curriculum tries to anticipate needs of the teachers and users.
The materials comprise of workbooks for students for the subjects of Pashto and mathematics for the grades I and II. For grade III our books resemble more ordinary textbooks, but still offering many opportunities to practice language and mathematical skills. There are also charts and cards (e.g. number charts, number cards, keyword picture cards etc.) for the hand of the teacher. The use of all these materials is described with the help of lesson plans and lesson sketches offered in 'handbooks' for the teachers and their trainings, compiled according to the two subjects for grades I, II and III. Grade IV - VI are under preparation.
The project has also accepted the assignment to prepare teachers' guides for appropriate textbooks prepared by other agencies, e.g. for textbooks in Islamyat.

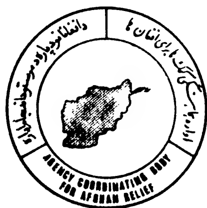
In the area of non-formal education the project is using a cassette-cum-flip chart course, the 'Mother and Child Course', covering all the main aspects of mother and child health, child development, hygiene and prevention of diseases, mine awareness. These materials are used for female participants only.
A Pashto Literacy Arithmetic and Primer with an accompanying set of charts has been produced for the teaching on the first level, as well as a 'Reader' for practising the newly acquired literacy skills on the second level. Primer and charts have been tested in the field and modified, improved versions are available. More teaching material for neo-literates is being produced to offer useful, functional texts and lessons to literacy students on various levels.

OUTLOOK:

All activities are discussed with the authorities of the Jalalabad Education Department before they they will be implemented. Those who already participated in our programmes enjoyed and appreciated our activities, benefiting from our professional efforts to make basic education more meaningful and efficient for the individual learner as well as for Afghan refugee communities in Pakistan. Our partners have learned and appreciated that the project is aiming to help Afghan children and adults, within their own culture, respecting and supporting Islam and moral values, which are so important for people who were forced out of their country and who want to maintain their religious and national identity. Since the liberation of Afghanistan and the establishment of an Islamic Government GTZ/BEFARe has been frequently asked to move with its educational activities into Afghanistan. Requests came from individuals and groups which had cooperated with the project in Pakistan and who wanted to organize educational activities inside Afghanistan with the help of the project. Since BEFARe is a government project it has to follow political lines decided by the German government, i.e. it has to wait for explicit political decisions between the two governments before it can start to work on a larger scale or on a regular basis inside Afghanistan. That is why AG BAS-Ed. has been founded to contribute to the educational rehabilitation of Afghanistan.

For further information we can be contacted through:

Postal Address	U.P.O. Box. 1481, Peshawar, PAKISTAN
Telephone	Peshawar: 0092 - 521 - 840631 / 42955 Jalalabad: 2277
Telefax	0092 - 521 - 841047
Office	- 8 Tatara Road, Rahatabad, Peshawar
Regional Offices (inside Afghanistan):	- Regi Sha Mard Khan, Jalalabad, Afghanistan - Kunar, Asadabad city - Paktia, Khost city attached to Tribal department - Laghman, Meterlam city (Monitored by Nangrahar Regional Office)



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

27 November 1995

Directors of organizations involved in education
sector for Afghanistan and heads of the UN agencies

Re: **Salary recommendations for NGOs educational staff in Afghanistan**

Dear colleagues:

Attached please find a sheet of recommendations on salaries for educational staff inside Afghanistan. This range of salaries for different levels of educational staff was recommended after reviewing different aspects of the issue in a series of meetings of the ACBAR Education Sub-committee. The recommendations are mainly made to promote Education in Afghanistan and introduce a standard salary scale all over the country.

The salaries were recommended based on the cost of living for a seven member family. After listing all the essential commodities with their prices, Rs. 5,000 was accepted as a total cost of living for one month. A certain percentage of the total cost was agreed to be the minimum and maximum salary. The remaining percentage will be covered from other sources, ie, some teachers might have a part time job some teachers might not pay house rent, etc. - see minutes of the Education Sub-committee meetings held in September and October 1995 for further details.

To determine a reasonable salary based on an agreed system for the academic year of 1996 - 1997, a nation-wide market basket survey will be conducted. To this end, a questionnaire was designed and agreed by the members. The Education Sub-committee member agencies are providing data from their areas of operations.

You are hereby kindly informed of the ACBAR Education Sub-committee recommendations and it is hoped that every effort will be made to adjust the salaries accordingly.

Thanking you in anticipation for your cooperation.

Sincerely yours,

Dr. Yousuf Nuristani
Chairman Education Sub-committee

2 Rehman Baba Road,
University Town,
Peshawar.
Tel : 092 - 521 - 40839 / 44392
45347 / 45316

Postal Address
Univ. P.O. Box: 1084
University Town
Peshawar, NWFP., Pakistan
Fax : 092 - 521 - 840471

In order to produce educational compilations, they took 32 of 75 themes suggested by NGO's and audience. Lists are attached.

It was also mentioned that NGOs can be provided with the prepared programs. New programs can also be produced based on NGOs suggestions and demands.

In response to a question, BBC said that the Taliban have so far only opposed the music.

BEFARe - has designed a complete set of literacy books in Dari. These books will be ready in a couple of weeks. BEFARe was quite confident that most of the reading and writing problems would be solved by using these materials. Pictures in these materials have either been eliminated or printed in an acceptable way for Taliban.

NAC - will support Maiwan Middle school for refugees in Hayatabad. There are 350 students and 20 teachers.

ACBAR announced that the school database is under the process and will be completed shortly. Some problems were raised with the concerned agencies.

iii. Coordination:

- exchange ideas on planned activities
- produce a combined work plan (like 95)
- community participation and sustainability

The Chairperson proposed that the production of a 'Combined Work Plan (like 1995)' be discussed first, which would also cover the 'exchange of ideas on planned activities'.

SCA, who produced the 95 work plan, has not been satisfied with the output. However, some members found the document very useful. SCA suggested that the 1997 workplan should be very short and concise.

Discussions were held on how the Sub-committee can prepare the document this time; the format; the time frame; and what would be the objectives.

The objectives would be to avoid duplication and encourage better coordination among the agencies concerned. The document will be prepared for the use of the agencies themselves, the UN, and the Afghan educational authorities.

PRIMARY SCHOOL

HEADMASTER:
FOR 1995 - 1996:
Min. [1]MB x 16% (Rs. 800)
Max. MB x 32% (Rs. 1600)

FOR 1996 - 1997:
Min. MB x 17.6%
Max. MB x 35.2%

TEACHER:
FOR 1995 - 1996:
Min. MB x 13% (Rs. 650)
Max. MB x 25% (Rs. 1250)

FOR 1996 - 1997:
Min. MB x 14.3%
Max. MB x 27.5%

PEON (Chaprasi):
FOR 1995 - 1996:
Min. MB x 10% (Rs. 500)
Max. MB x 13% (Rs. 650)

FOR 1996 - 1997:
Min. MB x 11%
Max. MB x 14.3%

SECONDARY SCHOOL

PRINCIPAL:
FOR 1995 -1996:
Min. MB x 20% (Rs. 1000)
Max. MB x 36% (Rs. 1800)

FOR 1996 - 1997:
Min. MB x 22%
Max. MB x 39.6%

ASSISTANT PRINCIPAL:
FOR 1995 - 1996:
Min. MB x 18% (Rs. 900)
Max. MB x 34% (Rs. 1700)

FOR 1996 - 1997:
Min. MB x 19.8%
Max. MB x 37.4%

TEACHER:
FOR 1995 - 1996:
Min. MB x 15% (Rs. 750)
Max. MB x 30% (Rs. 1500)

FOR 1996 - 1997:
Min. MB x 16.5%
Max. MB x 33%

PEON (Chaprasi)
FOR 1995 - 1996:
Min. MB x 10% (Rs. 500)
Max. MB x 13% (Rs. 650)

FOR 1996 - 1997:
Min. MB x 11%
Max. MB x 14.3%

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[1] MB = Market Basket (Rs. 5000 was agreed to be a market basket cost for a seven member family.

A C B A R
EDUCATION SUB-COMMITTEE MEETING
THURSDAY 14 JULY, 1994

This was the first Educational Sub-Committee conducted by ACBAR.

I. **Election of Chairman and Deputy Chairman**
Participants were asked if they would volunteer for the chairman and deputy chairman positions.

Mr. Yusuf Nuristani, Project Coordinator of BEFARE was nominated and elected as the chairman.

Selection of the deputy chairman was suggested to be done next month.

II. **Update on educational activities by agencies involved in Education Sector**

a) **UNHCR** - continues support to schools in refugee camps in Pakistan/Nasirbagh. 331 schools have been supported so far. UNHCR would like to get the educational activities more coordinated with other agencies.

To a query whether UNHCR do anything for the displaced people in Afghanistan (Jalalabad), UNHCR stated that the Kabul office which is now based in Islamabad is supporting some activities. UNICEF Afghanistan is involved as well.

b) **IRC** (Female Education) - supports 25 schools. Proves teacher training and seminars. The Health Training is going on 30 individuals will be trained after completion of the training. IRC will start with Social Seminars shortly.

c) **SWISS-AID** - Supports 2 secondary schools. 1 month teacher seminar is going on. Salary for a teacher is 550 while the headmaster salary is 570 rupees.

d) **ISRA** - Supports primary schools in Afghanistan, in Wardak, Nanagarhar and Logar provinces. 2 vocational centers have been established in Jalalabad. Salaries paid to primary school teacher is 1200, headmaster 1500.00 rupees.

e) **IIRO** - supports 7 primary schools, an Islamic University based in Hayatabad (Peshawar), 1 orphanage in Jalalabad. 250 children/students have been accommodated in the orphanage.

IIRO discussed with the governor of the Eastern Zone and Ministry of education to rehabilitate the Teacher Training Institute in Jalalabad.

The government will select the staff and IIRO will pay the expenses to the Ministry of Educational and the government.

f) **AMA** - supports 6 schools in Afghanistan, total enrollment of the schools is 800 students. About 30% are girls.

g) **ARDA** - supports 1 primary school for boys and girls. 380 students are enrolled which 80 of them are female. Teachers salary is Rs. 1200 and headmaster salary is Rs. 1500.

The curriculum used at the schools is the one of the Nebraska. It was highlighted that the BEFARE curriculum proved to be very useful by some agencies.

III. Coordination of Educational Activities by regions

The EU and some other agencies had continuous meeting to discuss on the education frame work. It was believed that coordination is very essential, books should be read and revised. The previous curriculum prepared by UNO was discussed and suggestions were made to revise it, UNO agreed that some of the books were necessary to be revised and worked on it for a long time, but unfortunately the process could not be completed as fund was cut.

The meeting stressed on information about schools, no. of schools, no. of students.

SCA is working in education sector since 1984 and presently has 3 regional offices inside Afghanistan. The regional offices monitor the activities in sites. During 1994, 600 schools were supported with an enrolment of 112,000 students out of this figure, 16500 are girls students. Since 1992, 592 teachers and 119 headmasters have been trained. The meetings held in the past focussed on a unified curriculum which should be formulated and used by all agencies carrying out educational activities.

BEFARE briefed the meeting and provided some background information on the meetings held with the EU initiative (Willy Denmier). UNO applied for funding, who had done a good job in the past 10 years. EU showed interest to support UNO's activities and wanted to evaluate its proposals with the aim of streamlining some of its activities for EU funding. The committee decided the revision of some text books which UNO agreed. Books from grade 1-3 should be revised by the end of 1994. Ministry of education must be invited during the revision of the curriculum and their ideas/views shared.

All the work was done collectively and had a joint discussion and agreement on the subjects discussed.

Salary standardization was also discussed during the meetings.

The chairman stated that most of the donors and the ministry of education see a strong need for coordination as funds are drying up and coordination has always been emphasized on several occasions.

UNHCR recommended that the committee discuss on one topic at a time and do not bring too many things simultaneously. Because reasons of the death of previous education committee were that too many topics were brought up for discussion at one time and it became difficult to reach an agreement.

IV. NGOs involvement in educational activities e.g (text book preparation, teachers training, etc.)

Due to shortage of time, this issue could not be discussed.

V. Proposed Agenda for the next meeting

1. Teacher Training
2. Standardization of Activities.

Participants:-

Gul Waiz Kaka	ACDO
Zalmay Nafez	ADA
Helai Sargand	ADA
A.H. Emal	AMA
Ahmad Shah	AMA
Abdullah	ARDA
Dr. Yusuf Nuristani	BEFARE **(CHAIRMAN)**
Nadine Grant	CARE
Kay Huth	CARE
Sakina Yacoobi	IRC
Eng. M. Qasim	IRC/HED
A. Aziz	ISRA
Eng. M. Abas	PSD (Former KAG)
Baten Shah Safi	SAA
Gul Zaman	SC - UK
Roza Gul	SCA
Maliha Danish	UNDCP
Niaz Ahmad	UNHCR
Jon Rothenberg	UNHCR
Eddie Ndgaga	UNICEF

MAILING LIST

EDUCATION SUB-COMMITTEE

NAME	AGENCY	TELEPHONE
Gul Waiz Kaka	ACDO	43449
Zalmay Nafez	ADA	44779
Helai Sargand	ADA	44779
A. H. Emal	AMA	43283
Ahmad Shah	AMA	43283
Abdullah	ARDA	842189
Dr. Yusuf Noorastani	BAFARE (chairman)	840631
Nadine Grant	CARE	45317/45217
Kay Huth	CARE	45317/45217
Sakina Yacoobi	IRC	41724
Eng. M. Qasim Forgani	IRC/HED	41845
A. Aziz	ISRA	840365
Eng. M. Abas	PSD/Former (KAG)	41560
Baten Shah Safi	SAA	842187
Gul Zaman	Save the Children U.K	41918/41170
Roza Gul	SCA	840341
Haliha Danish	UNDP	45321
Naiz Ahmad	UNHCR	41038
Jon Rothenberg	UNHCR	41038
Eddie Ndaga	UNICEF	43669

SK/08/94

MINUTES OF EDUCATION CO-ORDINATION COMMITEE MEETING HELD AT ACBAR OFFICES, 2 REHMAN BABA ROAD, UNIVERSITY TOWN, PESHAWAR, ON 10TH AUGUST 1994 AT 10AM

Present:

Dr Yusuf Nuristani	BEFARE	Chairman
N H Dupree	ACBAR/ARIC	
A Aziz	ARR	
Kay Huth	CARE	
Sakieha Tacoobi	IRC/FEP	
Ahmad Zia	ISRA	
Eng. Tawab	PSD/ELP	
Amir M Ahmadi	SA/SOS/Belgium	
Sahar	SCF - UK	
M Hussain	Swiss Aid	
M Gul Wahidi	UNDCP	
Niaz Ahmad	UNHCR	
Jon Rothenberg	UNHCR	
Jacqueline Grant	ACBAR	
Naqib Noory	ACBAR	
Dr. Gul-Jan Wardak		

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1. (a) Approval of the Minutes, as submitted.

   (b) Approval of the Agenda.

The main topic of the Education Sub-Committee meeting was establishing its key objectives.

It was agreed that better coordination of educational activities was necessary. The immediate goals required for improved

coordination were the collection of factual data, structured exchange of information and location of agencies educational activities. It was recommended that when this information was received, ACBAR would then standardise and balance the educational network. It was hoped that in meeting this criteria duplication of projects would be avoided, communication problems improved and resources properly directed.

UNHCR suggested compiling a table detailing all educational commitments by agencies working in Afghanistan. It would be divided into sections such as activities and costs with an attached map, designating specific areas of activity. It was suggested that ACBAR maps could be put to use for this purpose.

As UNO's progamme is practically finished, the question arose as to what to do with regard to the revision of some of its books. The issue of revision of books, grades 1-3 was also raised which may be completed by the end of 1994.

A C B A R
EDUCATION SUB-COMMITTEE MEETING
TUESDAY 13 SEPTEMBER 1994

1. a) Approval of the Minutes of the last meeting

The minutes of the last meeting did not include all the important points discussed on the future role of the Education Committee. The discussion took nearly 2 hours and the topics were written on the board, but unfortunately not recorded in the minutes.

ACBAR apologised for the shortcomings and promised to record all the issues in the minutes.

b) Approval of the Agenda

Due to the absence of a number of the representatives of agencies undertaking Teacher Training programs, item No.4 was potponed for the next meeting. The agenda was then approved.

2. Announcements

a) NRC/NCA reported that in cooperation with RBTU, Swedish Save the Children and UNICEF conducted informal educational training programs for the displaced people of Kabul in Hissar Shahi camp, Jalalabad. The programme was started by holding seminars on STOP (Structure Talk Organized Activities Parents Support), which was about awareness of war affects on children and families in total (a kind of awareness and motivation for parents). These programmes aim to organize activities for children, parents do activities and play together with the children, and the community organizes itself to start learning activities for children. 20 Kindergartens, 45 volley ball teams, 5 football teams, 1 English class and 5 religious classes have been established so far. 14 blocks out of 36 blocks have been covered and plans are to cover all blocks.

SOS/PG said that such informal programs are good for elders but for the children it would be better to conduct formal educational programs. Children must get formal education on time, otherwise, informal education would not be sufficient. SOS/PG suggested that first of all a need assessment and survey should be conducted and then formal schools established for the children.

NCA in defence of the program said that formal education could be arranged in normal situations, but as this is an emergency situation and funds are not sufficient to cover such programmes, informal educational programs are useful.

AWCRO also supported the idea of conducting informal educational programmes and said that based on their past experience such programs are very useful.

UNO reported that they have text books for classes 1 - 12 available in stock, ready for distribution, if needed.

7.

Ms. Tajwar Kakar, generally talked about the need of providing educational facilities for Afghan youth to encourage them to choose constructive ways of life.

SOS/PG declared that NGOs are trying their best to provide educational facilities to the limit of their capacity.

N. H. Dupree, asked if any person knows about the official policy regarding education in Hissar Shahi. As none of the participants had enough information in this regard, the representative of NRC, promised that she will try to get enough information and present it at the next meeting.

N. H. Dupree, also suggested that there should be better coordination on the subjects that are to be placed in the agenda before the meeting starts. The concerned agencies should be contacted and asked if they could bring related information or documents prior to the meeting.

3. Election of Deputy Chairperson
Jon Rothenberg, from UNHCR was unanimously elected as Deputy Chairperson of the Education Sub-committee.

4. Objectives of the Committee
The followings points were agreed upon on regarding the standardization and objectives of this committee.

STANDARDIZATION AND COORDINATION OF EDUCATIONAL ACTIVITIES IN AFGHANISTAN

i. Collect data on the ongoing educational activities.

ii. a) Share data
b) Minimize duplication

iii. Plan equatable distribution of educational facilities with government.

iv. Devise Standards on: Curriculum, salary structure, training and materials, school administration and monitoring.

v. Advocacy with government and donors.

Participants:

Sakeena Yaqubi	IRC/FEP	Bente Dick	NRC/NCA
Tajwar Kakar	Observer	Nil Ahmad	UNHCR
Jon Rothenberg	UNHC	N.H. Dupree	ACBAR/ARIC
Abdus Sattar	AWCRO	Abdul Haq Emal	AMA
Amir Ahmadi	SOS/PG	Syed Ibrahim Abdali	UNC
Zalmay Nafez	ADA	Eng. Tawab	PCP
Karim Rahimi	ACBAR	Naqib A. Noory	ACBAR

ACBAR
EDUCATION SUB-COMMITTEE MEETING
Sunday 16 October 1994

By Shafiq Ahmad

The Participants

- *Jon Rothenberg (CHAIRMAN)*	*UNHCR*
- *Niaz Ahmad*	*UNHCR*
- *Mohammad Ali Raonaq*	*AMNA*
- *Dr. Gul Jan Wardak*	*ARIC*
- *Pat Pryce*	*IRC/RAP*
- *Amir Mohammad Ahmadi*	*SOS/PG*
- *Mohammad Rahim Elhami*	*AG BAS-ED (BEFARe)*
- *Sayed K. Bakhtari*	*GTZ-BEFARe*
- *Zalmay Nafez*	*ADA*
- *M. Sayed*	*ACDO*
- *Ahmad Zia Habibyar*	*ISRA*
- *Mohammad Gul Wahidi*	*UNDCP*
- *Barbara*	*SCA*
- *S. Ibrahim Abdali*	*UNO*
- *Amir Mohammad Kausary*	*SCA*
- *Bente Karisen*	*NCA/NRC*
- *Nazar M. Wardak*	*APA*
- *Linda Anderson*	*IRC*
- *David Atwood*	*IRC*
- *Allen Jelich*	*IRC*
- *Shafiq Ahmad*	*ACBAR*
- *M. Karim Rahimi*	*ACBAR*

Apologies

- *Michael Hirht*	*BEFARe*

The absent agencies

AMA, ARDA, CARE, SAA, SCF-UK and UNICEF.

I. Approval of the agenda and minutes of the last meeting

Some members indicated that they have not received the minutes of the last meeting. ACBAR clarified that minutes as well as the agendas are ONLY sent to those listed in the concerning sub-committees mailing lists.

9.

It was finally decided that a small group be formed to work out the format, time frame, etc.. The group will present their work to the next meeting. The following people were selected for the group:

- Ellen van Kalmthout	UNICEF
- Eric van der Lee	IRC
- Roza Gul	SCA
- Khorshid Noori	NAC
- N. H. Dupree	ACBAR
- Shafiq Ahmad	ACBAR

The group will meet on Tuesday 3 June 1997 at 9:00 am in ACBAR conference room.

The need for practical strategies to be adopted was also felt. To this end, it was decided that some agencies be invited to present their strategies to the members. The first presentation will be made at the next Sub-committee meeting. The other presentations will be decided upon later.

The Chairperson stated that CARE International has evaluated their home school programs. She will contact CARE for the first presentation at the next meeting.

It was also agreed that the group should also prepare ten specific questions, which should be addressed in these presentations.

iv. **Any other business**

a) PROPOSAL FOR REFUGEE SCHOOLS
Owing to the load of work, it was agreed to defer the development of the proposal for sometime. Some members were pessimistic of the positive outcome of such proposal, as donors do not seem to be interested in funding such activities.

Instead, it was suggested to encourage donors to see these schools and find out the reality themselves. Since the survey has raised some expectation among the schools, it was believed that doing nothing might damage the reputation of the Sub-committee.

b) EDUCATION IN THE NORTH AFTER TALIBAN (STATEMENT)
It was understood that after the Taliban took over Mazar, they have closed all girls schools and banned women employment. It was felt necessary to make a statement similar to the one made after Taliban took over Kabul. However, it was agreed that it is too early to make such a statement.

To ensure an active participation, it should be the responsibility of the regular participants - listed in the mailing lists - to make sure that someone else, who is supposed to attend the meeting in his/her absence, is fully informed of the issues discussed at the last meeting and at the same time of the issues going to be discussed.

The agenda and minutes of the last meeting were then approved.

II. **Announcement**

Establishment of a new NGO, Afghan German Basic Education (AG BAS-ED), being fully supported by BEFARe was announced. The agency is primarily concentrating on education sector, however, they are also, to some extent, involved in MCH programs ie in Jalalabad. Prof. Elham is the Director of the organization. Willingness for being an active and regular participant of the Education Sub committee was expressed by the representatives of the agency.

UNHCR announced that they have been asked by their Headquarter to provide them with a list of agencies involved in education activities for Afghan refugees in Pakistan. ACBAR promised to provide the list from the Database of NGO activities, which could be claimed a virtually COMPLETE list.

Afghan Planning Agency (APA) announced the establishment of two new departments - vocational training for disabled and illiterate adults and a women department within APA framework approved by the Councils Members of the Agency.

Sikandar Pirdad Khan of UNOCHA Peshawar apologized for not being able to attend the meeting and requested ACBAR to include the following announcement in the minutes: "UNESCO Islamabad has got a person, who could be contacted on queries regarding education".

III. **Teacher Training**

Encouraging a discussion on the issue was aimed, as described by the Chairman, to: a) figure out activities of the concerned agencies; and b) take steps for a closer cooperation and coordination, where deemed essential. The Chairman then requested the house to briefly present a concise report on their Teacher Training activities.

Islamic Relief Agency (ISRA):
started teacher training in Drug Abuse Control in Kunar - funded by UNDCP.

United Nations Drug Control Program (UNDCP):
going into details of teacher training programs on Drug Abuse Control, the representative of UNDCP, in response to a question stated that they are not providing the teachers with professional training.

Solidarite Afghanistan Belgium (SOS/PG Belgium):
teacher training stated to be a main sector of its work. Teachers are trained through two and half months courses; two-week seminars; and one week workshops both in Pakistan as well as inside Afghanistan. In addition, they observe the teachers in schools to make sure they are teaching in an expected fashion.

SOS/PG conducts/have conducted teacher training courses for other organizations ie ADA, AFRANE, CoAR etc.; Mujahideen parties; and the Government. 35 staff of the agency have been shifted to Afghanistan and 25 are still remaining in Peshawar. The Peshawar based staff are supposed to train the newly recruited teachers by UNHCR or CAR.

SOS/PG since 1992 when training was gradually shifted inside Afghanistan has trained a total of 1,797 teachers in Nangarhar, Kunar, Laghman, Oruzgan, Logar and Wardak Provinces.

Swedish Committee for Afghanistan (SCA):
briefed the participants on their teacher training programs and circulated a handout as well. A COPY OF THE HANDOUT IS ATTACHED.

International Rescue Committee (IRC):
apart from other activities, have got three education programs: a) Female Education Program - Pakistan ; b) Science/Technology Training Program; and c) Hangu Education Program.

Hangu Education Program concentrates on training primary education teachers and materials supplying for schools both in Pakistan and inside Afghanistan. As far as teacher training program in Afghanistan was concerned, IRC conducted the program in Paktia, Paktika, Khost and Logar Provinces. They have four kind of seminars for the teachers.

A total of 1,700 science and math teachers have so far been trained both in Pakistan and in Afghanistan. 200 science and math teachers from Paktia, Paktika, Khost and Nangarhar provinces were trained through one-month seminars last year.

IRC also started Headmaster Training programs last year. The training is aimed at enabling headmasters of primary schools to administer the schools in a proper manner.

Female Education Program includes: teacher training and support for Kodakistan education programs; public administration courses; health educator training in local schools; English language courses and teacher training.

Basic Education for Afghan Refugees (BEFARe):
has been active in Peshawar since 1984. The agency has trained hundreds of teachers through seminars and workshops during summers. They have also conducted refresher seminars for those trained in the past.

The agency has trained CAR's teachers - grade one to three; small teacher training center has been established in Jalalabad. During the current year, 70 teachers were trained. In the past, the teacher training program was limited to only BEFARe's materials, however, the program in terms of including other materials, has been expanded.

A news article announcing the establishment of a teacher training institution in Peshawar was brought to the attention of the members by SCA. It was suggested that the article should be circulated with the minutes. **A COPY OF THE ARTICLE IS ATTACHED.**

Taking presentation of the members on the issue into account, the following points needed to be addressed through cooperation/coordination means were outlined.

A) OVERLAP
- geographical;
- trainees;
- program; and
- level.

B) REQUIREMENTS

C) TIME/DURATION OF TRAINING

D) MINIMAL STANDARDS:
- Training, and
- Trainees.

E) QUALITY CONTROL
- improvement of material; and
- improvement of methods.

F) MONITORING
- internal; and
- external.

G) SHARING INFORMATION
- materials;
- data (collect/consolidate); and
- capability.

H) SHARING CONNECTIONS

Given that all the points outlined above could not be discussed at once, it was decided by the majority of members to first discuss the 'Information Sharing' and find ways and means as to how a significant system of information sharing could be set up.

After a hot discussion, the members agreed to:

a) send two copies of all materials related to teacher training programs to ACBAR/ARIC by Sunday 30 October 1994, so that they could be utilized

by others, when required; and

b) set-up an isolated database for Teacher Training programs. Contents of the database were agreed upon and ACBAR promised to produce an input form accordingly. **ATTACHED PLEASE FIND A COPY OF THE INPUT FORM AND YOUR COMMENTS WOULD BE HIGHLY APPRECIATED AT THE NEXT MEETING.**

To facilitate an easy accessibility of information, it was decided that data should at the same time be presented to both concerned government/local authorities and ACBAR. The database would be updated on quarterly basis and would also be exchanged between ACBAR and the Authorities.

ACBAR promised to keep the database as up-to date as possible, provided that the required information is made available in timely fashion.

To set the database in place, agencies were requested to submit the data, after receiving a standard format, not later than 15 December, 1994. However, earlier submission would be highly appreciated. ACBAR shall complete the data entry process in 15 days, so the database should hopefully be ready by 1 January, 1995.

Considering the importance of the above outlined issues, the members seconded a motion for calling a meeting of the sub-committee every other week. The Sub-committee meetings shall be scheduled twice a month unless all the outlined issues are discussed in details.

THE NEXT MEETING WAS THEREFORE SCHEDULED FOR SUNDAY 30 OCTOBER 1994 AT 2:00 PM AT ACBAR CONFERENCE ROOM. The outlined issues will, of course, be focused on.

'Quality Control' as well as the rest of the 'Overlap' and 'Information sharing' would be discussed at the meeting.

The agencies were requested to write a concise description of their teacher training programs ie staff, location, type of training etc. and bring to the next meeting, which would be then compiled in a single document.

IV. Any other business

PLEASE NOTE THE DATE, TIME AND AGENDA - MENTIONED ABOVE - FOR THE NEXT EDUCATION SUB-COMMITTEE MEETING. NO FURTHER AGENDA/REMINDER WILL BE CIRCULATED !!!!!

13 -

A C B A R

Input Form for Teacher Training Database

TRAINEES								TRAINING PROGRAM					
Name	Father's Name	Education	Work Exp.	Previous School	Loc. Code	Current School	Loc. Code	DATE Begin	DATE End	Topic	Type	Level	Description

Agency: ____________________ ______ Prepared By: ______________) Phone: __________ Date: __________

Swedish Committee for Afghanistan
Teacher Training Program

Swedish Committee for Afghanistan (SCA) has had Teacher Training programs since 1988 in Afghanistan. At first step the Teacher Trainers worked in groups in mobile teams and helped the teachers practically in classroom. At second step one week seminars were arranged for a group of teachers, where general methodology was taught. Around 1900 teachers got this kind of training in 13 provinces of Afghanistan.

In 1992 three Teacher Training Centers (TTC) were established in three Regional Offices of SCA (Ghazni, Taloqan and Jalal Abad),where Ghazni, Paktika, Wardag, Logar and Bamyan are covered by Ghazni Regional Office (GRO). Badakhshan, Takhar, Balkh, Baghlan, Samangan and Kunduz are covered by Taloqan RO and Parwan, Kapisa, Laghman, Kunar and Nangarhar are covered by Jalal ABad RO.

In each TTC teachers from different provinces get training for 2.5 months in two period per year (winter and summer). The partecipants were mostly the teachers from schools supported by SCA. Hostel and other needed facilities are provided. Totally 783 male teachers for 2.5 months and 170 female teachers for one month got training.
The main subjects in these courses are: general and subject methodology, practical teaching, refresher on subjects mater, classroom management and psychology.

Schools' Headmasters are also trained for 10 days in school administration and organization in theses TTCs. Totally 341 Headmasters from different provinces have been trained.

SCA is willing to expand these activities in 1995. If the funds from EC are provided, 360 extra teachers and 180 extra Headmasters will be trained. So in 1995, totally 900 teachers and 360 headmasters will be trained.

Teachers training school in Peshawar

Bureau Report

PESHAWAR: For the first time in NWFP, a teachers training institution has been established in Peshawar in the private sector.

Known as the Muwafaq Institute of Teacher Education (MITE), it plans to provide training to practising teachers as well as to those embarking on teaching as a career.

It was set up by the Muwafaq Foundation, an Arab NGO which also runs a school in Peshawar and is providing humanitarian assistance to Afghan and Kashmiri refugees. Amir M Saleh is the regional director of the foundation in Peshawar.

Ruhul Amin, who recently retired as principal of Islamia Collegiate School, Peshawar after a long service, has been appointed as director of MITE.

ACBAR

EDUCATION SUB-COMMITTEE MEETING HELD ON OCTOBER 30, 1994

By Naqib A. Noory

Participants Present:

Dr. Nuristani Chairman	BEFARE	Jon Rothenberg D.Chairman	UNHCR
Dr. Isam eldin	ISRA	N. H. Dupree	ARIC
Amir M. Ahmadi	SA/SOS/PG	Dr. Sayed K Bakhtari	BEFARe
Allen Jelich	IRC	Niaz Ahmed	UNHCR
Gul Waiz Kaka	ACDO	Tommi Lauljaises	UNICEF
Roza Gul	SCA	Barbara Peterson	SCA
Naqib A. Noory	ACBAR	Shafiq Ahmad	ACBAR

I. **Announcements**

SCA ,announced that they are preparing a plan for 95 and circulated an invitation to a meeting to be held on November 1, 1994 at 9:00 hrs at the SCA office. Agencies having any comments/additions to the forms and background statement should contact the SCA office not later than October 31.

Dr. Nuristani, Chairman of the Education Sub-Committee apologized for being absent and asked Jon Rothenberg, Deputy Chairman to take over the meeting chairmanship as he was out of touch.

II. **Approval of the minutes of the last meeting**

Following corrections were made to the minutes:-

Page 3 Para 2 should read : "7 staff of the agency; instead of 35 have been shifted to Afghanistan and 30 are still remaining in Peshawar" instead of 25. The minutes were then approved.

III. **Submission of two copies of Training Materials to ARIC**

The chairman inquired if ARIC have received any materials from the NGOs as decided in the last meeting.

Following agencies have submitted the materials so far.

SOS/PG Belgium
SCA
IRC promised to send the information as soon as possible.
BEFARe will send the required information by Oct. 31.

IV. **Concise Description of NGOs activities (Educat. Sector)**

Very few agencies have sent the requested information. NGOs were reminded to send the above before the next Education Sub-Committee mee[illegible] November 13, 1994.

V. Comments/additions to the input form for teacher training database

The input form was approved. Shafiq Ahmad, Program Officer ACBAR will prepare an instruction sheet for the input form to facilitate the expected data collection.

Further discussions followed on the outlined issues at the last meeting. See minutes of the Education Sub-committee meeting , page 4, of 16 October 1994 for the outlined issues.

A) OVERLAP

What could the Education Sub-committee do in this regard? After a brainstorming session, following suggestions were made:

A) OVERLAP

i. geographical
- Discuss future plans/avoid above when needed
- Map production of Planned activities.
- Continue Sub-Committee meetings/update plans in meetings.
- Extend the Network/Improve Communication
- Persuade/Facilitate participation of delinquents
  - In person [through closest person]/Chairman write an appeal to NGOs to participate

ii. trainees
- this would be avoided upon completion of the database of the trainees.

iii. programme
- cross check schedule of various training

During the discussion two more points were requested to be added under the outlined issues:

I) GAPS; and

J) INCENTIVES

I. GAPS (needs of the areas to be covered by agencies)/
- Nothing being done and not said /
- Not done and said to be done / Territorality
- Not done adequately/

Possible solutions:
- Members will try to address these areas in the future (upon completion of the database)
- Suggestions in Meetings.
- Movement/Information

It was decided that if problems with overlaps and gaps over come in the near future should be discussed during the meetings, otherwise all problems will be addressed upon completion of the database.

J. **INCENTIVE**
(to be discussed during the next meeting).

The meeting was then adjourned.

c) EDUCATION WORKSHOP IN KANDAHAR
Ms. Ellen van Kalmthout, who attended the workshop, briefed the floor. Mr. Charles A. MacFadden, ACBAR Executive Director, also attended this workshop. He prepared a detailed report - copy is attached.

The UN has also prepared their own report which will be circulated as soon as it is obtained.

"Community participation and sustainabilty" was believed to be irrelevant under the coordination topic. Therefore, it should be discussed separately in the future.

BEFARe has experience in this field and would be asked to share their expertise when the issue is discussed.

<u>THE NEXT MEETING WILL TAKE PLACE ON MONDAY 30 JUNE 1997 AT 9:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER</u>

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 13 November 1994

By Shafiq Ahmad

27 November

Present at the meeting

- *Barbara Peterson (CHAIRPERSON)*	*SCA*
- *Roza Gul*	*SCA*
- *Eng. Mohd Abbas*	*PSD*
- *N. H. Dupree*	*ACBAR/ARIC*
- *Ellen van Kalmthoot*	*CARE*
- *Maliha Danish*	*UNDCP*
- *Amir M. Ahmadi*	*SA/SOS/PG. Belgium*
- *M. Hashim Shahidi*	*IRC (STT)*
- *Dr. Isam Eldin Mirghani*	*ISRA*
- *Shafiq Ahmad*	*ACBAR*

Apologies

- *Dr. Nooristani - Chairman*
- *Jon Rothenberg - Deputy Chairman*

Due to unavoidable situation, both the Chairman as well as the Deputy Chairman were out of the country. Dr. Nooristani asked Barbara Peterson of the SCA to preside over the meeting.

The Absent agencies

ACDO, ADA, AMA, ARDA, BEFARe, SAA, SCF-UK, UNHCR, UNICEF, APA, and NRC/NCA.

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OLD BUSINESS

i) APPROVAL OF THE MINUTES OF THE LAST MEETING:
The minutes were approved.

ii) SUBMISSION OF TWO COPIES OF ALL TEACHER TRAINING MATERIALS TO ACBAR/ARIC:
Nancy H. Dupree presented a list of all materials relating teacher training programs available at ARIC and requested the agencies to check if their materials were made available to ARIC.

SOS/PG Belgium, SCA, and IRC have so far submitted the requested materials at the meeting before last. All agencies with teacher training materials are requested to follow through and immediately send 2 copies to ARIC. ARIC will present a complete list of the submitted materials at the next meeting.

Although UNDCP does not provide the teachers with professional training, they were requested if they could possibly provide ARIC with two copies of all materials relating teacher training programs.

iii) CONCISE PARAGRAPH:
At the Education Sub-committee meeting on 16 October 1994, agencies involved in the teacher training field were requested to write a concise paragraph describing their teacher training programs ie staff, location , type of training etc. and send it to ACBAR by today's meeting.

SCA, SOS/PG Belgium and BEFARe have so far provided the required information. Again, all agencies involved in teacher training are requested to submit their information. The information will be compiled in a single document as soon as all concerned agencies provide the information.

iv) APPEAL BY THE CHAIRMAN:
Enclosed please find a copy of the appeal.

v) INSTRUCTION SHEET FOR TEACHER TRAINING DATABASE:
At the last meeting, ACBAR promised to produce an instruction sheet aiming to obtain standard data from the concerned agencies.

The Chairperson while briefing the participants on the concept of the database, stated that the effort is to avoid overlap/double training of teachers. She further said that the information would be shared with the concerned Afghan authorities.

Some significant changes to both the instruction sheet as well as the input form were agreed after a long discussion.

ACBAR will change the instruction sheet and the input form accordingly and will circulate them along with other necessary enclosures to the agencies involved in teacher training programs for Afghanistan.

Due to the fact that some agencies will have to collect the required information from their regional/sub-offices in Afghanistan, the deadline for submission of the data was agreed to be extended to 15 January 1995. However, an early submission of the data would be greatly appreciated and would avoid a sudden load of work on ACBAR.

Considering differences in terminologies; types of training conducted by various agencies; and levels identified; it was thought virtually impossible to fit in all these in the input form in a way that is meaningful. Therefore, it was agreed that a short description of the training program of each agency should be added to the database. Each type of teacher training or headmaster courses given by each agency should be very briefly described by the agency. This information will accompany the lists to further explain the input form.

NEW BUSINESS

Owing to: a) lack of time; and b) low attendance of the members; no further issues were discussed.

The next meeting will be held on Sunday 27 November at 2:00 pm. The remaining items of the outlined issues regarding teacher training developed in the education meeting of 16 October, will be discussed.

Regarding future meetings after 27 November:

a) It was suggested that mornings are most productive for meetings. Members are asked to consider their schedules and be prepared at the next meeting to decide if/when meetings should be rescheduled.

b) It was suggested that the combined education work plan for 1995 which is being prepared by some of the NGOs be shared with the ACBAR Education Sub-committee. This was tentatively scheduled for the meeting following 27 November.

APPEAL

The ACBAR Education Sub-Committee has been meeting on a regular basis twice a month for some time now.

The meetings will be useful for donors because such coordination will result in improved sharing of ideas, information and resources. By identifying underserved areas, geographic overlaps and duplication while of the same time recording NGO capabilities and available human resources, organizations can mobilize their resources and assistance mare effectively. This will improve education programmes and services.

Ultimately, the final output of the Sub-Committee will furnish the provincial education departments, as well as the central Ministry of Education, with necessary overall educational plans and strategies based on the realities of on-going activities in different parts of Afghanistan. This will provide the future generations of Afghanistan with the opportunities they deserve.

Of course these objectives will not be realized without the active participation of all those organizations involved in the field of education, whether formal or non-formal, no matter how small their programmes may be.

In order to achieve these goals, therefore, the Education Sub-Committee very much needs your active support in sharing information and providing inputs.

Please consider these meetings seriously by attending. We look forward to seeing you at the coming ACBAR Education Sub-Committee meeting which will be held on Sunday November 27th at 2:00 p.m. in the ACBAR meeting room. For further information in this regard please contact Mr. Naqib Noori or Shafiq Ahmad at the ACBAR office.

Your Truly

Dr. Yusuf Nuristani
Chairman, ACBAR Education Sub-Committee

ACBAR
EXTRA-ORDINARY MEETING
NGOs INVOLVED IN FORMAL EDUCATION

HELD ON
NOVEMBER 8TH 1994

BY NAQIB A. NOORY

BACKGROUND INFORMATION

UNICEF invited the Ministry of Education (MOED) to send representatives to come and meet with them in relation to the educational programmes for Afghanistan. The Ministry assigned Mawlana Darswal, Head of the Islamic Studies and Madrasas and sent him to Peshawar.

ACBAR was requested to conduct an extra-ordinary meeting with NGOs involved in Formal Education to discuss education programmes with the representative.

The following items were discussed during the meeting:

1. **TWO MINUTE ORGANIZATION BRIEFING BY NGOS**

SCA
SCA has been involved in Health, Education and Agriculture in Afghanistan for the past 8 years. Educational support is for primary schools, with a total of 120,000 children currently in schools supported by SCA. SCA has worked with the government in the hand over/take over of schools in several provinces.

ADA
ADA, an Afghan NGO established in 1990, works in Agriculture, Education and Veterinary. 113 staff are employed by the agency; only 28 are based in Pakistan, the rest are based in Afghanistan. ADA has 5 regional offices in Afghanistan - through which it operates its activities.

EPA (formerly UNO)
EPA/UNO has been involved in Education since 1986 in the refugee camps and in Afghanistan. UNO, with the assistance of Islamic Unity of Afghan Mujahideen (7 parties alliance), prepared textbooks which are used by most of the schools in Afghanistan. UNO also conducted teacher training for both primary and secondary levels. UNO prepared several statistics and reports on the Education situation in Afghanistan, which are available with the Ministry of Education.

NRC/NCA
The agency has a small office in Peshawar and supports some small projects in Agriculture and Education. NAC is presently involved in education in the displaced persons camp of Hisar Shahi in Jalalabad.

BEFARe
The NGO was established in 1980 and works in basic education in the refugee camps. BEFARe conducts training and courses for teachers.

IRC
IRC works in agriculture, public health, irrigation rehabilitation and education in Pakistan and Afghanistan. IRC assists primary and secondary programmes in Hangu and Peshawar and have published mathematics books for the schools.

ARIC
ARIC collects all the materials produced by the NGOs and UN agencies and disseminates them among the NGOs.

SOS/PG Belgium
SOS/PG has been involved in teacher training for primary schools for the past 10 years in the refugee camps. SOS/PG has trained teachers in 14 provinces of Afghanistan.

UNICEF
UNICEF is involved in supplying educational materials to schools in Afghanistan.

UNHCR
UNHCR supports schools in the refugee camps.

NPO/RRAA
NPO is an Afghan NGO working in agriculture, education rehabilitation and income generation. The agency has sub-offices inside Afghanistan.

ACBAR
ACBAR is a coordinating body, established in 1988. ACBAR tries to coordinate the activities of NGOs and disseminate information among the donors and the agencies through meetings, publications and databases.

2. BRIEFING ABOUT ACBAR EDUCATION SUB-COMMITTEE
The Programme Manager, Naqib A. Noory, briefed the meeting on the current activities of the Education Sub-Committee. NGOs involved in formal education, teacher training and support of schools are members of the sub-committee. Meetings are held twice a month. The Education Sub-Committee has been able to outline major objectives designed to bring about balanced operations in Afghanistan. The Teacher Training Database for Trained Teachers is under process. This would be an essential asset to the future planning of activities and finding teachers in various regions of Afghanistan. ACBAR would like to share information and collaborate

with the Government in regards to related issues, i.e Education.

3. COORDINATION WITH THE GOVERNMENT IN REGARDS TO EDUCATION REHABILITATION

The chairman highlighted the activities undertaken by various NGOs and the planning process they are going through. The NGOs are working on a framework for 1995; trying to coordinate activities and avoid wasting resources. The Chair asked the Representative of the MOED about their ideas as how to coordinate with one another and what is their expectation.

In response, Malawi Darswal, Representative of the Ministry of Education of the Islamic State of Afghanistan thanked all the Humanitarian Organizations for their interest and support for the Afghan people. In regards to better coordination, he said:
a) There is a need of close contacts with each other; and
b) NGO delegations can be sent to Kabul, and government representatives can be invited to Peshawar, both for discussion among the NGOs and the authorities.

SOS/PG inquired if education directorates of various provinces get instructions from the central government, including NGOs working in various regions of Afghanistan.

Response: It is very important for all NGOs to notify the government where they would like to undertake activities, and we believe the NGOs are getting government approval before they do anything. Afghanistan has a central government; policies are made by the central government; but control is not established throughout Afghanistan. At present circumstances, it can not fulfill all the needs of the people. There is a definite need for NGOs and other organizations' assistance.

SCA said that NGOs will try to assist the government where possible. SCA said that the NGOs in Peshawar are trying to avoid duplication, overlapping and that they have taken steps to prepare Education Framework for the whole Afghanistan, and asked if the government was aware of these activities?

Response: Malawi Darswal was not much aware of the issue and said that he did not have much information in this regard and needs to get more information when he gets back to Kabul. Regarding duplication of activities, he said that the NGOs have planned activities and have to coordinate among themselves and avoid duplication, which they are already doing.

SOS/PG requested Malawi Darswal to relay the messages to the Ministry of Education of the NGOs' efforts with regard to coordination and ask the authorities to confirm whether they are aware of the Education Framework or not. Please reply to ACBAR as soon as possible.

In regards to close contacts, UNO said that it is difficult, rather impossible to get in touch with the Ministry of Education. NGOs work from outside and try to coordinate with one another, but the government is not aware of anything and is not involved closely.

Response: Malawi Darswal said NGOs can have access to Kabul, there are no major problems. Proposals and recommendations could be sent through the mission, presently in Peshawar. In regards to presence and participation in meetings, the government can assign a five member delegation and station them in Peshawar. The delegation will participate in meetings, make decisions within their authority and or forward them to Kabul.

UNICEF said they coordinate their activities both with NGOs and the government. As a UN agency, UNICEF's policy is to have cooperation and contacts with governments where they operate. UNICEF is closely working with the government, including provincial authorities, and need to work with the central government. That was the reason they invited a delegation from Kabul to discuss issues of common interests.

Response: Malawi Darswal appreciated UNICEF's policy and noted that UNICEF had the resources to establish schools in Hisar Shahi Camp, but waited for the approval of the Ministry of Education, which is a positive gesture.

In regards to policies of implementation, NPO said that all NGOs have established rules and regulations. NGOs willing to work in areas make agreements with the local people and their leaders, the district levels and even the provincial authorities. But there is a need of a general policies and objectives for all NGOs which have to be discussed, agreed upon and used accordingly. He urged all to think of ways to discuss in the future.

Response: He supported the idea, confirming that the Afghan government had made it clear that NGOs can get registered with any authorities in cases where access is difficult to the Capital. He again emphasized the idea of sending a delegation to Peshawar with certain known level of authority.

SOS/PG Belgium added that the Government of Afghanistan and ACBAR have signed a protocol agreement covering NGO members and saying that NGOs are allowed to sign agreements at the provincial level.

Regarding contacts and responses, ADA said the Government of Afghanistan must respond to the Pakistan government on the following. When the Mujahideen government came in power in 1992, the Pakistan government inquired if the Afghan students presently studying in Pakistan should be considered as refugees or foreigners, but unfortunately no reply has been received so far. The Afghan students are facing serious problems, they are asked to obtain passports and other documents.

ADA added that NGOs face time problems in getting funds, and a quick active response will be required from the government for such serious matters. as foreign students subject to high fees.

Malawi Darswal supported all the recommendations and said he will take the message to the Ministry of Education. He hopes things will improved, but with the current situation in Afghanistan, it may not allow a quick response. He promises to put forward steps to solve problems.

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4. TEXTBOOKS

The chairman said that this issue needs a detailed discussion, but would briefly focus on the textbooks used by various NGOs. NGOs have created different textbooks in the past years and now there is confusion on which ones to use. A decision has to be taken by the central government as to how to coordinate and solve this issue. NGOs have felt that the education policy is an important one, and are willing to use one unified policy/textbooks and so on. The chairman asked about problems NGOs may face in using textbooks approved by the government in areas where the government does not have much control. What should the NGOs then do?

A possible solution for the problem would be to call all Afghan experts who have worked in curriculum development and let them review the books and make changes, which could be discussed with the Ministry of Education and used by all NGOs.

Response: Malawi Darswal agreed that problems do exist. No organisation has enough books available to provide all schools in Afghanistan, but the NGOs have tried their best and have prepared textbooks in the past. It needs to be unified. The MOED is currently reviewing those books and have to some extent made ratifications and revisions. The revision process should be completed soon. He recommended that upon the completion of this process, as a first stage, the books be printed and stamped by the Ministry of Education which could be used in all Afghanistan.

UNO said that differentiation should be made between textbooks and curriculum. Curriculum is a set of ideas to be taught and books are different from curriculum. UNO further said that NGOs are confused what to do.

SOS/PG said that the letter received from Ministry of Education clearly states what the NGOs have to do and which curriculum/text books they have to use. We need the MOED to guide us now.

SCA emphasized on the overall issue of textbooks. UNO prepared text books for grade 1-12 and SCA prepared for grades 1-6. UNO's book were copyright and no one could copy them. SCA inquired how can the NGOs print any books available from the Ministry of Education and use them? The revision of the textbooks is a very broad issue and needs a very careful consideration. Donors should

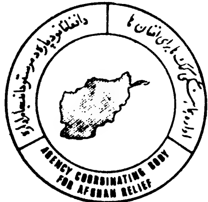
be involved in the revision process as well. The UNO books and others are the products of input from educators throughout Afghanistan, not just one organization. All were done by Afghans, not foriegners.

Response: Malawi Darswal suggested that once the Ministry of Education completes the revision process, they send copies of all the books to NGOs in Peshawar and allow them to print required copies themselves.

Having no further business, the meeting was adjourned.

Participants:

Mia Jan **Chairman**	NPO/RRAA
B. Hagen	SCA
Roza Gul	SCA
M. Suleman	ADA
Sayed Ibrahim Abdali	UNO/EPA
Mohammed Ehsan	NRC-NCA
Malawi Mahmood Darswal	Ministry of Education (Kabul Afghanistan)
Abdul Qayum	" " " do
Mir Abdul Malik Hasimi	BEFARe
Paul Daniels	IRC
M.N. Shahidi	IRC
Nancy H. Dupree	ARIC/ACBAR
Amir M. Ahmadi	SA/SOS/PG. Belgium
Barbara Peterson	SCA
Tommi Laulajainen	UNICEF
Niaz Ahmad	UNHCR
Naqib A. Noory	ACBAR
Karim Rahimy	ACBAR



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Working Group Meeting
Tuesday 3 June 1997

The Participants:

- Ellen van Kalmthout	UNICEF
- Eric van der Lee	IRC
- Roza Gul	SCA
- Nancy H. Dupree	ACBAR
- Shafiq Ahmad	ACBAR

At the last Education Sub-committee meeting held on 30 May 1997, the above listed members were selected to work out the format, time frame etc. for production of a work plan (like 1995) for the current year.

Ms. Ellen van Kalmthout, the Deputy Chairperson of the Education Sub-committee, presided over the meeting. She briefly explained the objectives of the meeting. While calling the production of a work plan as a good idea, she proposed that the document be very short and easy for a quick reference.

The group agreed to produce a very short document, which should include information on different types of educational activities of the agencies on district level. The information should not be in detail. For details of the activities, whenever deemed essential, agencies may directly contact each other. Other information, which agencies think to be reflected in the document, could be prepared separately.

To this end, the group identified the type of information to be collected and combined. ACBAR was asked to draft forms accordingly and present them to the members for their comments at the next Education Sub-committee meeting; draft forms are attached.

It was agreed by the group that the work be undertaken step by step and at the end of the year all the work be combined and published as the Sub-committee's solid accomplishment. These accomplishments will complement each other. The work of the Sub-committee should also be highlighted in the ARIC Bulletin. This will be discussed at the next meeting in detail.

The group also prepared some questions to be sent, in a letter, to CARE International to be addressed in their presentation at the next meeting.

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Kabul, Afghanistan
Tel: 33684

ACBAR
EDUCATION SUB-COMMITTEE
Sunday 11 December 1994

By Shafiq Ahmad

Present at the meeting

- Dr. Yusuf Nooristani (CHAIRMAN)	BEFARe
- Jon Rothenberg (DEPUTY CHAIRMAN)	UNHCR
- Dr. Bakhtari	BEFARe
- Barbara Peterson	SCA
- Roza Gul	SCA
- Eng. Mohammad Abbas	PSD
- N. H. Dupree	ACBAR/ARIC
- S. Ibrahim Abdali	UNO/EPA
- Dr. Guljan Wror Wardak	Observer
- Niaz Ahmad	UNHCR
- Mohammad Hussain	SAA
- Maliha Danish	UNDCP
- Amir M. Ahmadi	SA/SOS/PG. Belgium
- Mohammad Ehsan	NCA/NRC
- Kamal Mustafa	IIRO
- M. Mukhlis	ADA
- Tommi L.	UNICEF
- P. Daniels	IRC
- M. Hashim Shahidi	IRC (STT)
- Mohammad Qasim	IRC
- Abdul Rahim	ISRA
- Shafiq Ahmad	ACBAR

* *

Three items were added under 'Any other business':

a) Rehabilitation of Jalalabad Pedagogic Center - Kamāl Mustafa, IIRO;

b) Briefing on a draft Combined Work Plan for Educational Rehabilitation in Afghanistan for 1995 - Barbara Peterson, SCA; and

c) Presentation of a list on Teacher Training materials available at ARIC Nancy H. Dupree.

Both the Chairman as well as the Deputy Chairman appologized for not being able to attend the last Education Sub-committee meeting. Ms. Barbara Peterson of SCA was thanked for presiding over the meeting in their absence.

ACBAR reminded the concerned agencies of the outstanding works and reported on the progress made with regard to the Teacher Training Database. Discussions were then encouraged on the remaining topics regarding teacher training - developed in the Education Sub-committee meeting on 16 October 1994.

QUALITY CONTROL

Includes improvement of materials and methods. The members agreed that the materials as well as the methods should be standardized and improved. To do so, having feed-back from the teachers attending teacher training programs of different NGOs, was felt necessary.

To this end, formation of a small selective working group was proposed by ACBAR. The motion was seconded by the majority and the following people were selected as members of the group:

- Shafiq Ahmad	(Organizer)	ACBAR
- Nancy H. Dupree		ACBAR/ARIC
- Amir Mohammad Ahmadi		AS/SOS/PG. Belgium
- Bakhtari		BEFARe
- Shahidi		IRC
- Roza Gul		SCA

The Working Group shall conduct an informative evaluation, which could help people learn from each others. The group will prepare their own work plan and methodology and report to the next Education Sub-committee meeting. Experts could be included in the Group on-need basis.

MINIMAL STANDARDS

Includes training and trainees. The effort is to standardize the requirements for the teacher training programs.

Taking relevancy of the issue into account, it was decided that the same group formed for the Quality Control should also take this issue into their consideration. The Group will take a look on what qualifications are required for different courses and make their recommendations.

MONITORING

Agencies will write a paragraph on how they are monitoring their teacher training programs by the next meeting. Discussions will be then held on the issue.

INCENTIVES

Agencies were requested to write another paragraph listing their incentives provided for their trainees by the next meeting.

THE NEXT MEETING WILL BE HELD ON SUNDAY 8 JANUARY 1995 AT 10:00 AM AT ACBAR CONFERENCE ROOM.

Any other business

a) REHABILITATION OF JALALABAD PEDAGOGIC CENTER:
IIRO briefed the participants on the issue and suggested the members if they could possibly provide any assistance to the center. It was stated that much input is yet needed for the rehabilitation of the center ie books for the library, laboratory equipment etc.

Regarding the library, ACBAR/ARIC stated that they have trained a staff of the library and The Asia Foundations has agreed to donate some 200 books.

As an implementing agency, SA/SOS/PG. Belgium stated that they are not in a position to provide any assistance, but they will pass the message to their donors.

BEFARe indicated that they can provide some books in German language.

ACBAR/ARIC suggested if IIRO could provide a one-page statement listing the available items as well as items needed for the center.

Barbara Peterson promised to include the statement in the Combined Work Plan for Educational Rehabilitation in Afghanistan for 1995 if it is made available to her by the end of the week.

IIRO was kind enough to prepare the statement immediately after the meeting. Attached please find a copy of the STATEMENT.

b) BRIEFING ON DRAFT COMBINED WORK PLAN FOR EDUCATIONAL REHABILITATION IN AFGHANISTAN FOR 1995:
Barbara Peterson briefed the participants on the objectives of the work plan and requested the members to put their inputs to the document by tomorrow. The document should be

handed over to the EC by 15 December. The Documents as well as some charts indicating the overall work were circulated to the participating agencies.

It was brought to the attention of the agencies involved in education sector that EC wants to know if the agencies - apart from the projects included in the work plan for 1995 - have capabilities of more projects to be undertaken in 1995. A meeting was therefore arranged for the next day.

e) PRESENTATION OF A LIST ON TEACHER TRAINING MATERIALS AVAILABLE AT ARIC:

ARIC, as promised earlier, circulated a list of all available materials on teacher training. UNDCP's teacher manual should be added to the list as two copies of the manual were handed over during the meeting.

It was reported that S. B. Ekanayaka, Basic Education Advisor UNESCO, has indicated his willingness to attend the Education Sub-committee meeting, if he is informed. ACBAR promised to keep UNESCO informed of the meetings in due course of time.

EDUCATION SUBCOMMITTEE
Interim Chair: Svin Jansan/Swedish Committee

Islamic Relief Agency	Dr. Ibrahim Suleiman Mr. Ahmed Ali
Norwegian Comm. for Afgh.	Hilde Tradin Mhd Eshan
Afghan Welfare Ctr.	Bakht Jamal
Afgh. Relief Found.	A.R. Ghafary
Save the Children (UK)	Philip Appleton
SOS/PG Belgium Sol. Afgh.	Fernand Lohisse Gulam Gull Islamouddine
Afghan Health/Soc. Ass. Organ.	no names provided
HELP (Germany)	Dr. Lorenz L. Goser
Afghanistan Nothilfe	Wahidi
Save the Children (US)	Jim Nottall
German Afgh. Found.	A.A. Ashrati A.R. Ghafoori
AMI	Dominique Leclercq Elizabeth Kindt
Afghan Medical Aid	Safi Dr. Zamani Mr. Farooq
Freedom Medicine	Bruce Wanell
IRC	Dr. Hassani Martha McMillen Sakhi Margret Segal
IMC	Sheila Lutchkin
Swedish Committee	Hanneke Korwenberg

SERVE	Barbara Lewis Koh Soo Choon
Univ. of Nebraska/Ed. Proj.	Moqim Rahmanzai A. Salam Azimi

NOTE: This list reflects the initial sign up at and following the Sept. 1 General Assembly meeting. Please allow for aditions and changes to the list.

Afghanistan Education Committee

Associated With The Swedish Committee

دافغانستان د تعلیم او تربیې اداره



HAPEACE / SEGAL, VICE CHAM

Our Ref: :
Your Ref :
Date : 28/9 1988

Dear friends,

In our last meeting we decided to form working teams where the main work according to the guidelines from the ACBAR steering committee will be done. The following working teams were created:

1. Basic education (primary and secondary)
   Interim responsible Sven Johnsson, AEC, Gul Mohar Lane15-A, tel 41247/42257

2. Non formal education
   Interim responsible Dr Manfred Wehrman, Pak German Bas Ed, 7 Gul Mohar Rd, tel 40989

3. Technical education
   Int responsible Mr Ghulam Sakhi TRC, 18 Chinar Rd, tel 42421

4. Health education
   Interim responsible Mr Ahmed Ali, ISRA, 17 Chinar Rd, tel 4224[illegible]

5. Special education (disabled etc)
   Interim responsible Ms Choon Koh, SERVE, 5 Mullberry Rd, tel 41706

I suggest that these working teams meet on Wednesday Oct 12, 2 PM in the office of resp interim responsible except the technical group who will meet on Thursday 13. Call the interim responsibles and sign up for participation.

Office Address : 15-A, GUL MOHAR LANE, UNIVERSITY TOWN, PESHAWAR - PAKISTAN
Postal Address : UNIVERSITY POST OFFICE, BOX NO. 876
Telephone : 41247
Telex : 52365 SCAPK
Banker : GRINDLAYS BANK PESH[illegible] A/C 11313 50617 0[illegible]

It is important that the groups are functioning in a workable and efficient way so please just sign up for one person from each organization. Dont join any group if you are not prepared to really contribute. Any so called observers are not necessary. The information will be distributed and discussed in other ways. It should actually not be more than 4-5 persons in each group.

There are certainly more people around who are interested in our subcommittee so please spread the information.

The minutes from the last meeting will be distributed very soon.

Regards,

Sven Johnsson

ACBAR Coordination and Planning Committee
Report from the Education Subcommittee

The education subcommittee has so far had two meetings. In the last meeting it was decided to create working teams for different fields of education. It is impractical and time-consuming to cover all aspects of education in one single group. It is also a way of breaking down a big group of people to more manageable units.

The following working teams were created:

1. Basic education (primary and secondary). Interim responsible Sven Johnsson AEC. 17 people
2. Non formal education (pre primary, women etc). Interim responsible Manfred Wehrmann Pak German Bas Ed.
3. Technical education. Interim responsible Ghulam Sakhi IRC.
4. Health education. Interim responsible Ahmed Ali ISRA.

A fifth team for special education was created but this task will instead be performed in the human resources subcommittee. Perhaps, later on, a task force for higher education will be created.

All the working teams have their first meeting today (12/10) except the technical group who will meet tomorrow.

We have to be aware of overlapping in the medical field. It is probably better to do the work in the health subcommittee instead.

Peshawar 12/10 1988

Sven Johnsson
Chairman Education Subcommittee

To all who have participated
in ACBAR Education Subcommittee
meetings

Peshawar 29/11 1988

Our last meeting on Nov 24th was attended by seven persons from only three organizations. Due to the low participation we decided not to make any major decisions this time.
The low participation may have many reasons. One could be that observers and and others with no real interest are not longer attending. I think, however, that it is time to form a more permanent group with participation of at least one individual from each organization with a running education programme or with a serious intention to start anything in the fields of primary education, secondary education or education of illiterates. It is also possible that we meet too often and let us discuss it in the next meeting.
I am discussing with the health subcommittee about sharing meeting place (ACBAR office) and secretary (Beverly Flemming). I will come back next weekwith information about place and time for our meeting of Dec 8th.
The ACBAR office is now running and you can contact Anwar or Zahir for information about timings etc. (Tel 40839)
Those of you who have not already received it will find minutes from last meeting, Ed subcom policy statements and Northern Council's letters (sent to only one person in each organization).

Regards,

Sven

Sven Johnsson



ACBAR ای سی بی ای آر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Monday 30 June 1997

Participants:

Dr. Nuristan (**Chairman**)	AG BAS-Ed.
M. Roz Khan	AABRAR
N. H. Dupree	ACBAR
Faqir Mohammad	ACBAR
Shafiq Ahmad	ACBAR
A. Waki Hanifi	ADA
Nazifa Aabedi	AIL
Dr. Faiz	AITM
Prof. Ilham	BEFARe
Dr. Zadran	CARE International
Birdie Knightly	Consultant CARE
Dr. Habibullah Frahmand	GTZ/NSP
Abdul Rahim	ISRA
Raz Mohammad Dalili	KELC
Daud Parson	ORA
Dr. Gul Jan Wror	Observer
Khorshid Noori	NAC
Mohammad Abas	PSD
Ellen van Kalmthout	UNICEF
Niaz Ahmad	UNHCR
Sayed Ibrahim Abdali	UNO/EPA

* * * * * * * * * * *

i. Approval of the agenda and minutes of the last meeting

The agenda and minutes of the last meeting were both approved in the absence of any comments.

ii. Announcement

Completion of the "School Database" was announced by ACBAR. A printout of the database was circulated to the concerned agencies for checking. After the feed-back, the Database will be finalized and published.

It was decided that only one volume - sorted by location of the school - be published. Printout by any other sort will be made available on request.

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FYI ROUTING
Ted
Zahir

ACBAR

MEMORANDUM

5 JANUARY 1989

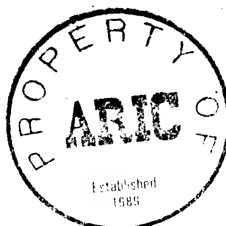
TO: SVEN JOHNSSON
CHAIRMAN, EDUCATION SUBCOMMITTEE

FROM: Beverly Fleming

RE: Announcements 12 January 1989

1. Mine-Awareness Subcommitee, which meets on Wednesdays at 2:30, has formed a Curriculum Review Task Force, which would welcome Education Subcommittee member(s) as active participants on the curriculum review team. A meeting will be called as soon as the curriculum is forwarded by Washington,DC. Task Force Chair is Steve Masty (42405 or 44559). The Health Subcommittee will also provide input as part of the curriculum review team. Please give thought as to who would be an effective Education Subcommittee representative for this unique, coordinated endeavor.

2. For Your Information (FYI): there will be a video viewing of unedited film, approximately 90 minutes in length, pertaining to Mine Awareness, at the Afghan Media Resource Center (AMRC) on Monday 11 January at 11 a.m., #2 Canal Bank Rd. NGOs are welcome to attend. Contact: Haamid Naweed at 42377,44278-9, 41691.



iii. **Comments on draft forms for production of work-plan**

Ms. Ellen van Kalmthout, Deputy Chairperson ACBAR Education Sub-committee, who chaired the Working Group meeting, briefed the floor on the objectives of producing such a document. Improving coordination and avoiding duplication were listed as the main objectives.

She further said that the document will be very short and without details. This document should be used for a quick reference - who is doing what. In case of same programs or same geographical locations, agencies should contact each other for details.

Some comments were then made on the draft forms. It was also decided that a separate form be developed for non-formal education programs.

Agencies were requested to fill in the revised forms and send them to ACBAR before the next meeting or bring them to the meeting.

iv. **Presentation on home school program - CARE International**

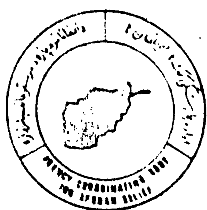
The presentation was made by Ms. Birdie Knightly, Consultant CARE International. She presented summary of the findings to give the members an indication how the project performed. Papers will be circulated when received.

Some questions were asked and both Ms. Birdie and Dr. Zadran of CARE International answered the questions.

v. **Any other business**

Mr. Raz Mohammad Dalili from Kabul English Language Center attended the meeting. KELC is planning to mount an exhibition in Peshawar for Afghan children. Detail is attached.

THE NEXT MEETING WILL TAKE PLACE ON MONDAY 21 JULY 1997 AT 9:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER



MINISTRY OF EDUCATION

Minister Sayed Cheyasuddin Aga
Deputy Minister Abdul Salam Hanafi Tel. 20791

Minutes of a meeting with the Deputy Minister and the ACBAR Kabul Coordinator on 16 July 1997.

The Deputy Minister stated that the Ministry is fully functioning though affected by budgetary constraints and war damage. This Ministry is not waiting for all of Afghanistan to fall into the hands of the Taliban before coming up with policies. It is trying to take action now.

The curriculum was designed three years ago at a jirga of important persons. From the curriculum a syllabus and text books are drawn. The curriculum is compatible with other countries yet matches the needs and culture of Afghanistan. Drafts of the first three grade text books have so far been written.

Teacher training is ongoing with only 300 trainees. This is a very low figure considering Afghanistan needs. Facilities for teacher training are very poor. There are 14,000 teachers in Kabul and an estimated 24,000 in Afghanistan. However there is no teacher shortage in Kabul as girls are not going to school. Both male and female teachers are being paid by the Ministry.

Currently class sizes are around 50 pupils while the Ministry ideal is 40. There are approximately 150,000 students in Kabul.

Schools are now to be called madrassa not maktab. This is because maktab only means place of writing while madrassa means learning or full education. The Taliban Movement would also like to remove the perceived differences between the two types of schools by having only one name.

The Taliban Movement believes girls should be educated. The Ministry has been proactive on this issue. Currently problems such as how to separate boys from schools, correct hejab for girls, transport, which school, appropriate subjects have to be resolved before girls can start education. Mullah Omar, four weeks previous, has issued a letter to various Ministries asking for their comments on these problems. The Deputy Minister believed that these problems may be resolved soon.

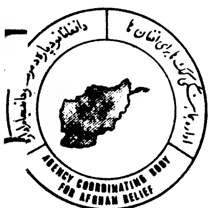
On the question of compensation for girls who, due to Taliban policy, have missed part of their education, the Deputy Minister stated that there would be short intensive courses to enable girls to catch up.

Home schools are allowed under the Afghanistan constitution and the regulations of the Ministry. The Deputy Minster noted that there were several girls home schools functioning in Kabul. The Ministry was not against these schools as long as they were in accordance with their guidelines and policies.

ACTION: ACBAR to request copies of the first three grade books for agencies wishing to print books for the next school year.

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Tel: 33684



ACBAR ای سی بی ای آر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Monday 21 July 1997

Participants:

Dr. Nuristan (**Chairman**)	AG BAS-Ed.
M. Roz Khan	AABRAR
Faqir Mohammad	ACBAR
Shafiq Ahmad	ACBAR
A. Wakil Hanifi	ADA
Abdul Rahim	ISRA
Dr. Gul Jan Wror	Observer
Hawa Majid	SCA
Ellen van Kalmthout	UNICEF
Sayed Ibrahim Abdali	UNO/EPA

Apology:

Daud Parson	ORA
Khorshid Noori	NAC
Niaz Ahmad	UNHCR

* * * * * * * * * *

The main item of the agenda, Girls Education in Afghanistan, was differed to the next meeting due to low participation. Issues discussed/decisions made were:

SCHOOL DATABASE:
Copies of the school database prepared by ACBAR were circulated to the participants. Please find attached a copy of the Database. Those recieved at the meeting are excluded.

The work was appreciated and the database was called to be a significant document. Considering the importance of the document, it was decided that the database with a covering letter from the Chairman be circulated to the UN agencies and diplomatic missions in Islamabad.

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niversity Town,
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41.

A map of Afghanistan with an indication on number of NGOs in each province should be added to the database. The map should also highlight provinces with no education support by the agencies.

AFGHANISTAN WELFARE SERVICES COMMITTEE:
Attended the meeting and briefed the floor on the objectives of the organization. Funding was requested by the representatives.

The agency was briefed about the Sub-committee and its role. It was advised that the agency approach particular donors.

REMINDER:
As part of the 1997/1998 work plan, the Sub-committee circulated forms to produce a reference document containing basic information on agency activities in education.

The deadline for returning the forms was 21 July, but only AG BAS-Ed., ISRA, ADA, and UNICEF returned the forms. *Other agencies are, therefore, kindly requested to return the forms as soon as possible.*

THE NEXT MEETING WILL TAKE PLACE ON MONDAY 25 AUGUST 1997 AT 9:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER

[illegible] due to the reasons that:

- some members of the Education Sub-committee were going to attend the International Forum on Assistance to Afghanistan in Ashkabad, Turkmenistan. Therefore, it was decided that they should be given some issues to be raised in the Forum; and

- a guest from UNICEF Regional Office attended the meeting to find out views of the members on the education issues to be considered in the the Forum.

b) The minutes:

Date of the previous minutes should read 10 December 1996.

I. Points to be raised in International Forum

UNICEF prepared a working paper for the Forum and circulated to the members for their comments - copy is attached. The members were of the view that the paper has well covered educational issues in Afghanistan.

After a lengthy discussion and pointing out some issue of key importance to be raised in the Forum, four members were assigned to prepare, taking account of issues agreed in the meeting, a one-page statement. The attached statement was immediately prepared after the meeting and members going to the Forum were provided with copies.

II. Announcements

AG BAS-Ed. stated that the UNESCO sponsored workshop (announced at the previous meeting) will be held on 22 March 1997. Invitations have been sent to the Ministry of Education and to the educational authorities in Kandahar, Mazar and Jalalabad, but no response has yet been obtained. Four professionals from the Ministry of Education and two professionals from each of the above mentioned provinces have been invited to the workshop.

Furthermore, five women and professionals from the aid community will be invited, as soon as responses are obtained from inside Afghanistan.

While appreciating the steps taken by AG BAS-Ed, UNESCO briefed the floor on some of the activities undertaken by them in the field of proficiency development in Afghanistan. These activities had earlier been reported in various meetings.

UNESCO also stated that the workshop should take place earlier, as they are attending another workshop at this time.



ACBAR اکبر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Monday 25 August 1997

Participants:

Dr. Zadran	CARE International
Nazir Ahmad	GTZ-BEFARe
Taj Mohammad	GTZ-BEFARe
Tabassum	GTZ-BEFARe
A. Wakil Hanifi	ADA
Abdul Rahim	ISRA
Abdul Qayeum Karimi	BBC AED Project
Nazifa Abedi	AIL
Eng. Dastagir	HCI
Nancy H. Dupree	ARIC/ACBAR
Faqir Mohammad	ACBAR
Shafiq Ahmad	ACBAR

Apology:

Daud Parson	ORA
Khorshid Noori	NAC
Ellen van Kalmthout	UNICEF

* * * * * * * * * * *

The main item of the agenda - Girls Education in Afghanistan - was briefly discussed.

It was unanimously agreed that a five-member delegation of Afghan professional educationalists meet with the Taliban Authorities either in Kabul or in Kandahar. Members of the delegation should be selected at the next meeting.

The delegation will raise the issue of girls education with the authorities and encourage them to allow girls education in areas under their control. Importance of girls education should be highlighted to the authorities.

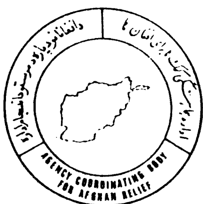
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email:director@acbar.psh.brain.net.pk

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Farukhi Watt
Shehr - e - Now
Kabul - Afghanistan
Tel: 30730 / 34519

It was also agreed that this issue should be discussed in depth at the next meeting. The delegation should then go to Kabul as soon as possible.

Considering the low participation at the last two meetings, it was agreed that the future Education Sub-committee meetings should not be called on Mondays, as most of the people are too busy on Mondays.

THE NEXT MEETING WILL TAKE PLACE ON WEDNESDAY 17 SEPTEMBER 1997 AT 9:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.



ACBAR اکبر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE MEETING
Wednesday 17 September 1997

i. The Agenda and minutes of the last meeting

Both the agenda and minutes were approved without any comments.

ii. Announcements

Ms. Nancy H. Dupree announced that AWC is going to hold a seminar in Peshawar on 'Need of education and current problems'. Members were requested to provide any possible assistance to cover the expenses of the seminar. Some members expressed their willingness to provide some assistance.

It was also announced that she is leaving for a lecture tour in Sweden. This is a campaign to raise 6 million dollars for children. Afghanistan has been included for the first time.

Dr. Nuristani announced that the report on a Workshop on Curriculum Designe and Development had been completed. Since AG.BAS-ED got limited copies of the report, agencies interested can request for a copy from Dr. S. B. Ekanayake, UNESCO Islamabad. Dari version of the workshop report will be published in the future.

iii. Girls Education in Afghanistan

At the last Education Sub-committee meeting, it was decided that a delegation of Afghans from the Sub-committee should meet with the Taliban authorities to raise the above issue.

After discussing the issue in depth, it was agreed that the following people visit Kandahar:

-	Dr. M. Yusuf Nuristani	AG BAS-Ed.
-	Dr. Zadran	CARE International
-	Amir Mohammad Ahmadi	SAB
-	Roza Gull	SCA
-	M. Taib	HCI
-	Dr. Elham	GTZ-BEFARe
-	Mohammad Hanif	ADA
-	Shafiq Ahmad	ACBAR

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House 4, Stree
Farukhi W
Shehr - e - N
Kabul - Afghanis
Tel 30730 / 34

It was suggested that UNOCHA Islamabad be contacted to facilitate the transportation of the delegation either by the UN plane or pay the cost involved. The Chairman, who was going to attend a meeting in UNOCHA Islamabad, was asked to raise this issue. It was also suggested that the ACBAR Education Sub-committee keep close contact with UNOCHA.

A guest from Kandahar attended the meeting. He briefed the floor on the situation with regard to the female education in Kandahar.

It was agreed that the Delegation should meet on 18 September to work out the trip plan and issues to be raised with the authorities.

iv. Any Other Business

Some requests for assistance to schools in Peshawar were recieved. Please find attached copies of those requests.

RCHAA, an NGO based in Kandahar, requested(120) textbooks for an English Language Course they have established in Kandahar.

The participants

- Dr. Nuristani (Chairman)	AG BAS-Ed.
- Amir M. Ahmadi	SAB
- Dr. Habibullah Frahmand	GTZ/NSP
- Dr. Zadran	CARE
- Sayed Ibrahim Abdali	UNO
- Abdul Wakil Hanifi	ADA
- Taj Mohammad	BEFARe
- Nazir Ahmad Momand	GTZ-COPE
- Niaz Ahmad	UNHCR
- Dr. Gull John	Observer
- Khorshid Noori	NAC
- Nazifa Aabedi	AIL
- Eveline Viehboeck	UNOCHA
- M. Roze khan	AABRAR
- Eng. Ghulam Dastagir	HCI
- M. Taib	HCI
- N. H. Dupree	ARIC/ACBAR
- Cathrine Kennedy	SC (US)
- A. Rahim	ISRA
- Shafiq Ahmad	ACBAR
- Faqir Mohammad (Minutes)	ACBAR

Next Sub-committee meeting will be held on Wednesday 22 October 1997 at 9:00 am.

Taliban Islamic movement
General diretorate education logar province
suggestion

To : Norwegien committee Kabul

sir,
As it is obvious that 12 high schools (Lycee) activly run since the last few years in Logar and 30,000 students are practically getting knowledge in these schools, but the salaries of the teacher are still postponed and didn't pay them for a long time.
As the Norwegien committee obviously assiste generally and pay the teachers salaries in our country. We hope to cooperate introduce us to your main office for solving our problems in this regard.

Mawlavi Ziaurehman Madani
Governor logar province.

د افغانستان د طالبانو اسلامي تحريک

د لوگر   د ښوونې او روزنې لوى رياست

اجرائيه

~~پوښتنه~~ پیشنهاد	~~ځواب~~ احکام

به موسسه محترم خیر یه ناروي
مقیم ولایت کابل !

السلام وعلیکم ورحمت الله وبرکاته ٠

د ر ولا یت لوگر ۱۲ باب لیسه ا ز
چندین سال به اینطرف فعال وتقریباً
د رحدود ۳۰ هزار شا گرد د ر ان
مشغول تدریس میباشند و معا شات
استادان تاالحال معطل واجـرا
نگردیده قراریکه معلو م و امید است
موسسه محترم ناروي در اکثـر
ولایات کشور عزیز ما افغانستـان
کمک هاي همه جانبه نموده و معاشات
استادان را تادیه مینمایند امید است
که درین مورد ما کمک و همکاري نموده
ما را از طریق خویش به دفتر مرکزي
خود معرفی نموده تا مشکلات ما
ازین ناحیه مرفوع گردد

مولوي ضیاء الرحمن (مدني)
والی ولایـت لوگـر

به مقام محترم ولایت لوگر !
(السلام علیکم ورحمة الله وبرکاته)

محترما !
کمیته ناروی برای افغانستان در سال جاری ۱۹۹۷ کمک های
را در قسمت تعلیم و تربیه صرف در ولایت غزنی اختصاص داده
که بودجه آن قبلاً در آغاز سال جاری تثبیت گردیده است.
در دیگر ولایت ها فعلاً پروگرام کمک ها را در [illegible] ندارد.
ما مشکلات ولایت لوگر را در نظر گرفته به دفتر مرکزی NAC شان در
مطرح مینمائیم تا در مورد با ما هدایت فرمایند.

با احترام
محمد حسن حبیب
9.9.97
سرپرست دفتر کابل کمیته ناروی برای افغانستان

Norwegian Afghanistan [illegible] Kabul Office

نظر به پالیسی [illegible] فعالیت ها برای
[illegible]
ناروی کدام فعالیت به ولایت لوگر ندارد.

[illegible]
16.9.97

49.

ولایـــــت لوگـــــر

ریاســـــــت اداری

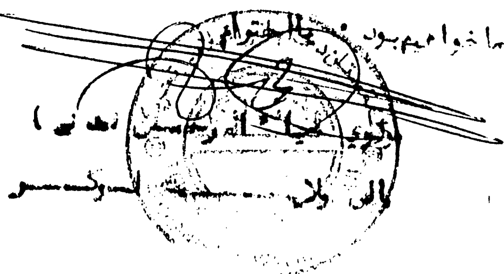
شعبـــه تحریر

به اداره محترم موسسه خیریه (کمیته ناروی برای افغانستان واقع (پیشاور)) !

الســـلام وعلیــکم ورحمت الله وبرکاته

محترما درمدت بیست ساله دوره انقلاب گذشته مظالیم فراوانی به پیکـــر تعلیم وتربیه وارد گردید ... اثر تعمیر های مدارس ومکاتب ویران وازبین رفته وطعمه حریق قرارگرفته واسناد کتبی از قبیل کتب واثار علمی نیزتاراج شده ریاست تعلیم وتربیه ولایت لوگر فاقد همه مسائل تسهیلاتی در باره مدارس ومکاتب وتدریس استادان ازنگاه مادی ومعنوی بوده به حالت ناتوانی وفرسیت قرار گرفته .

ریاست تعلیم وتربیه ولایت لوگر همه مسائل راجراي رفاه وپیش برد مدارس ومکاتب ازصفر شروع نموده ودر حصه پیش برد امورات تدریس مادي ومعنوي با همه موسسات خیریــــه تماس میباشد تاپروسه تعلیم وتربیه در ولایت لوگر پیش برده شود واین عمل یـــک عملی بشردوستانه خواهد بود ریاست معارف ولایت لوگر ازمقام محترم شما التجا مینمایــد تا درحصه مدارس ومکاتب کمک وهمکاری های مادي ومعنوي نموده بعید ازلطف شما نخواهد بود موعون احسان شما خواهیم بود. با احترام



(...)

والی ولایـــت لوگـــر

To : ACBAR

Sir,

This is to state that in the eastern part of Pabbi camp about 5000 families living in poor circumstances, for the education of the children of these poor families a primary school called

BIBI AESHA school established in which 200 girls are studying in five classes.

#	Grades	Classes
1	One	4
2	Two	1

The school is run by five teachers, a headmaster, a peon and a guard. As refugees in the camps living in misery and are not able to pay fee for their children and pay the teachers salaries, fulfill the urgent need of the school. Therefore, girls who are keen to get education are faced with great problems.

We hope you kindly assist any humanitarian help to this school.

Thanks,

Najiba Anwari headmaster

BIBI AESHA school.

نجیبه انوری

د اکبر د مؤسسی محترم مقام ته !

د افغان د غریبو مهاجرینو د نجونو د ښوونځی اداره د روزنی په
خاطر د جلوزو دیپ په کمپ کې چې د ختیځ برخه کې چې له پنځه زرو نه زیاته
کورنی اوسیږی د نجونو لوړه ابتدائیه مدرسه لامو برابره کړې ده چې په صنف کې (د حضرت بی بی عائشی (رض) په نامه)
200 تنه نجونی په 5 صنفونو (یعنی 4 لمړی صنف او لوړه دوهم صنف) داخل
شوی دی چې په 5 تنه معلمینو له خوا ورته درس ورکول کیږی
او لوړه سرمعلمه ... لازم او لو انضباط په مدرسه کې په کار بوخت دی
له کومه ځایه چې د افغانی مهاجرینو اقتصادی وضعه مخصوصاً په کمپونو
کې ډیره ضعیفه ده او د فیس د ورکولو توان نلری نو خو د معلمینو
معاش، درسی مواد او نور ضروریات په پوره اداره لوړ لیدل کیږی دغه
نجونی چې په لوړ علاقمندۍ سره د تعلیم په څو مشغولی دی په جدی مشکل
سره مخامخ دی نو په دی وسیله له تاسو نه هیله کیږی چې د دغه مدرسی
سره هر نوع انسانی دوستانه مرسته وکړی او د مکاسو له ترحم نه منه کوو
په درناوی

نجیبه انوری
د حضرت بی بی عائشی (رض)
د مدرسی سر ښوونځی

NAJIBA ANWARI
ASSISTANT PRINCIPLE
BIBI AESHAH
SCHOOL
PESHAWAR - PAKISTAN
DATE:

AKBAR COOPARATION
ST SECTION
HOUSE No.
PESHAWAR - PAKISTAN

DEAR SIR,

I HAVE THE HONOUR TO MENTION THAT WE HAVE RECENTLY FOUNDED A GIRL SCHOOL IN CHALUZI CAMP PIBBI, IN ORDER TO TEACH AFGHAN HELPLESS GIRLS WHO LIVE AS IMMIGRANTS IN POOR ECONOMICAL CONDITION.

PRESENTLY WE HAVE TOTALLY 150 GIRL STUDENTS IN OUR SCHOOL. THE MAJORITY STUDENTS LIVE IN MISERY POWERTY AND THEY ARE NOT ABLE TO AFFORD TO PAY THE SCHOOL FEE.

THE SCHOOL HAVE NO FUND BUT THE STUDENTS FEE. WHICH IS NOT SUFFICIENT TO RUN THE SCHOOL ANY-MORE.

OUR STUDENTS WHO ARE VERY ENTHUSIASTIC ABOUT LEARNING FACE THE ABOVE MENTIONED DIFFICU-LTIES.

ANY ASSISTANCE WHICH COULD HELP OUR SCHOOL TO BE ABLE TO TEACH HELPLESS ~~GIRL~~ AFGHAN GIRLS WOULD OBVIOUSLY PROVE THE BEST FEELINGS OF HUMANITARIAN GROUNDS.

THANKING YOU IN ANTICIPATION

SINCERELY YOURS

NIJIBA ANWARI

BEFARe announced that they are going to conduct a joint training on "How to Work on Diverse Materials". Participating agencies will include IRC, SCA, SAA, CARE International, S. A. Belgium, and NCA. Agencies were requested to send four or five topics for the training. The Agencies were also requested to send a representative on 28 January for preparation of the schedule.

V. **Any other business**

Ms. Hilary Riggs, Coordinator Mine Awareness UNOCHA Demining Program, introduced herself and circulated a brief introduction of her job to the participants - copy is attached.

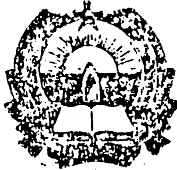
She was kind enough to prepare a list of issues to be considered for the Sub-committee plans in 1997.

The Chairman welcomed Ms. Riggs to the Education Sub-committee meeting and hoped that she attends the future meetings on a regular basis.

IRC inquired about the result of the special meeting held on the issue of textbook printing. The Chairman briefed him on the conclusions of the meeting.

UNO/EPA stated that agencies willing to print textbooks should pay 10 percent of the total cost of printing to UNO/EPA.

THE NEXT EDUCATION SUB-COMMITTEE WILL TAKE PLACE ON SUNDAY 16 FEBRUARY 1997 AT 10:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.



د افغانستان دموکراتیک جمهوریت

د ... وزارت

وزارت معارف

ریاست پلان وروابط بین المللی

مدیریت عمومی قراردادهای فرهنگی وارزیابی اسناد

بریاست محترم !

ریاست محترم تحریرات مقام وزارت توسط نامه ۹۰۲ مورخ ۸ر۶ر۷۶ خویش طرزالعمل فعالیتهای مؤسسات کمک کننده بین المللی حکومتی وغیرحکومتی درعرصه تعلیم وتربیه دولت اسلامی افغانستان رادرظرف چار ورق ارسال داشته تا مطابق فیصله مجلس محترم رؤساکه ذیلا مشعراست اجراات بعمل اید .

مقدمه : ازانجائیکه سیستم تعلیم وتربیه درافغانستان مرکزی وواحد ویکسان بوده پلان تعلیمی پروگرامهای درسی مطابق به پالیسی واهداف عمومی معارف واهداف دوره های مختلف مدارس تعلیمات عمومی ، مدارس تعلیمات اسلامی ، مؤسسات تربیه استادان ، مدارس تخنیکی وحرفه وي و سواد آموزی به صورت جداگانه طرح وبعداز تائید وتصویب شورای عالی معارف مورد تطبیق قرار میگیرد که درتطبیق ان ازوسایل ولوازم ضروری جهت ارتقاء پروسه آموزش وپرورش ومتودهای تدریس استفاده بعمل می آیـد .

به همینگونه تهیه کتب درسی وساختمان فزیکی مدارس ، فرنیچر ، پرداخت معاش پرسونل تدریسی واداری تعیین وتقرر پرسونل تدریسی واداری ورهبری وسایر نیازمندیها ازیک مرکز واحد یعنی شعبات مرکزی وزارت معارف برای واحدهای مرکزی وولایتی تاسطح ولسوالیها وعلاقه داریها سازمانده هی میگردد .

برای اینکه مؤسسات کمک کننده بین المللی ، سازمانهای حکومتی وغیرحکومتی طرزالعمل خـــام خودرا درارتباط به تامین کمک ها باپالیسی واهداف معارف هماهنگ سازند تااز یکطـــرف درفعالیتهای همچو مؤسسات تشتت وپراگندگی به وجود نیامده وازجانب دیگر وزارت معــارف ازتمام فعالیتها مؤسسات متذکره ازطریق ریاستهای معارف ولایات آگاهی تام داشته باشد ایجاب مینمایـد تا طرزالعمل فعالیتهای مؤسسات کمک کننده بین المللی حکومتی وغیرحکومتی تسجیـل گــردد .

این طرزالعمل دربخشهای مختلف تعلیم وتربیه حسب آتی میباشـد .

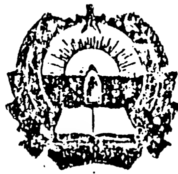
الف : دربخش تعلیمی وتربیتی

۱- هیچ مؤسسه نمیتواند بدون استیذان وموافقه وزارت معارف پلان تعلیمی برای مدارس راطرح ومورد تطبیق قرارده هـد .

۲- طرح پلان تعلیمی ، نصاب تعلیمی ، تهیه کتب درسی ورهنمای استاد برای مدارس تعلیمات عمومی ازوظایف ریاست تالیف وترجمه بوده هیچ مؤسسه داخلی وخارجی نمیتواند به هریک از موضوع مربوط تشبث نمایـد .

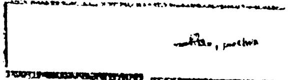
۳- تطبیق نصاب تعلیمی درمدارس سراسرکشور مربوط وزارت معارف از وظایف ریاستهای تدریسات اسلامی ، تدریسات ثانوی ، تدریسات ابتدائی ، تخنیکی وحرفه یی وسواد اموزی بوده بدون اجازه قبلی وبااستیذان ارگانهای فوق کس دیگری حق تطبیق کنترول وارزیابی مدارس را ندارد .

۴- تعیین پرسونل اداری ، تدریسی وتخنیکی مدارس ازصلاحیتهای ریاست استخدام وواحدهای درسی ولایتی بوده که طبق احکام قانون صورت میگیرد .



د افغانستان دموکراتیک جمهوریت دولت

وزارت



ورق دوم

۶ ـ تعیین موقعیت ساختمان مدارس بنابر تعداد نفوس ، امکانات ونیازمندیهای منطقه به پیشنهاد مقام ولایت که متکی به خواست مردم است صورت گرفته میتوانـــد وبعداز منظوری مقام وزارت قابل تطبیق میباشـــد .

۶ ـ توزیع مواد ووسایل تدریسی در مدارس باد رنظرداشت اولویتها وضرورتها به امر واستیذان وزارت معارف صورت میگیرد .

۷ ـ تدویر سیمنارها وورکشاپها جهت ارتقاء مهارتهای مسلکی استادان به اجازه ریاستهـــای ذیربط مرکزی وزارت معارف ویا موافقه واحدهای درسی ومنظوری وزارت معارف صورت میگیرد .

ب . دربخشهای ساختمانی وتخنیکی

۱ ـ هیچ مؤسسه داخلی وخارجی قبل ازتفاهم با وزارت معارف دراعمار وایجاد مدارس اقدام کرده نمیتوانـــد .

۲ ـ مدارس در سراسر کشور طبق نقشه تهیه شده از جانب ریاستهای پلان وتعمیرات وزارت معارف اعمار میگردد . هر مؤسسه کمک کننده میتواند باد رنظرداشت اولویتها د راعمار مدارس د رتفاهـــم با اینوزارت اقدام عملی نمایـــد .

۳ ـ هرمؤسسه داخلی وخارجی میتواند دراعمار مجدد ترمیم وتجهیز مدارس سراسر کشور درتفاهم با اینوزارت ویا ریاستهای معارف ولایات سهم فعال بگیرنـــد .

ج ـ دربخش تمویل کمکهـــا

۱ ـ تمویل کمک ازهر منبع که صورت میگیرد باید بدون قید وشرط باشد .

۲ ـ کمکهای مؤسسات بین المللی حکومتی وغیر حکومتی باید ازطریق وزارت امورخارجه به اطلاع وزارتهای معارف وپلان رسانیده شده وتوزیع کمکها بعدازتائید وزارت معارف صورت گیرد .

۳ ـ برای جلب وجذب کمک ها پروتوکولهای بین مؤسسه کمک کننده ووزارت معارف به امضـــاء برسد تا وظایف ومسوولیتهای هردو جانب مشخص شود .

۴ ـ هدف اساسی هرنوع کمکها صرف همکاری وکمک بمردم کشور باشد ونباید مقاصد سیاســـی راد رقبال داشته باشـــد .

۵ ـ کمکها د رمرکز تحت نظر متخصصین ادارات وزارت معارف ود رولایات تحت نظر مسوولین ریاست های معارف صورت گیـــرد .

این طرزالعمل بمنظور انسجام توجه بیشتر وجلب وجذب بهتر کمکهای مؤسسات بین المللـــی حکومتی وغیرحکومتی طی (۱۵) ماده ترتیب وتنظیم گردیده است .

فیصله مورخ ۵ر۵ر۱۳۷۶ مجلس روءســا .

طرزالعمل مرتبه کمیسیون موظف تائید است ازطریق ریاست پلان وروابط بین المللی به تمـــام ریاست های معارف ولایات وسایر مراجع ذیربط متحد المال خبرداده شود .

لذا مراتب فوقا بشما ارقام یافت تامطابق ان اجراات وهمچنان خواهشمند است درصورتیکـــه قبل ازاین فیصله درمورد درمربوطات شما چنین اجراات شده ویادرجریان باشد بعداز استیذان مقام محترم وزارت اینرا بدرجریان قرارداده تا باتفاهم باهم درمورد عقد پروتوکول ان اقدام بعمل ایـــد . با احترام

مولوی عبدالسلام حنفـــی معین معارف

To:

ACBAR OFFICE

We have recently established a primary school in Kacha Gari refugee camp with full cooperation of the people of this area, Because there was not a close school to this area and the children were about to become bewilder.

According to the peopl's interest and full cooperation the school was established. Most of the students are newly immigrants who suffered alot from the last fighting.

Now, the school has the following grades with the number of classes as follow:

	Grades	Number of classes
-	One	10
-	Two	4
-	Three	4
-	Four	3
-	Five	1
-	Six	1

Establishing this school gives the opportunity and chance of the study to hundreds children to get the benefit of Knowledge.

As economical condition of refugees especially in the camps are very poor and can't support the school furthermore.

Therefore, we kindly request you to sympatithically assist these unpatronage children and the school with your generous grant of disks, chairs,textbooks and stationeries etc.

We are looking forward to your best cooperation and assistance.

Thanks
BIBI ROQIA primary
SChool Head master

with establishing of ~~t~~ school hundered of children would be able to study we can provid opportunity and condition for ~~the~~ them

And creat awarness omany them we expect from your office to support us and the most nesessary which is requir is chair desk books and som other significant equipment

the school which is ham the primary school of (ba-by-ragia) has ten class for class one and four class tow four class foo class three and three for ~~foo~~ class foo class four and ~~tw~~ one for five and one for ~~six~~ class six

once agian I would like to mention that our school need immediet colobration and ~~Aid~~ aid we hop to be strongltly supported about this issue

Thank you

R.B

Bibi Raqia Mid. School
Chongi, Camp # 3. Kacha Gari

To office of Acbar

we have establised a school in one of refugee camp in peshawer (Kacha galie) becaus there was not any school for girls and because of there people interst and Advantage especially for childrens who have effected by continuation of war in Afghanistan now, there is no proper system of education not only for ~~boy~~ girls but ~~al~~ also for boys the children have kept away from light of knowledg and science we have established the school there with enhancement and cooperation and satisfactory of people of that region.

M. Qasim
Torbaila
Dame Ghazi
c a m p
Qazipoor.

To:

ACBAR

Sir,
As you know that most of the Afghan children in Ghazi camps are nowadays away from education and are looking for any Afghan scholar to provide them some education facility.
In this regard , I have established them a pushto, Math and writing courses for about fifty children.
Akhtar Zaman a Pakistani(Khan) the resident of that area helped us with giving a house containing of two rooms a porch and a bathroom free of charge.
The rest of our problem which we respectfully request you to assist this course with the generous grant of the following materials:

- Floor clothing for two rooms
- Shelves for book keeping
- A desk and ten chairs for the office
- Two hundred notebooks
- Two hundred pens and four reem white paper
- Four boards

If you could please cooperate with these unpatronage children.
Your cooperation will be appreciated.
Thank
M. Qasim Jabar khail.

د ... ریاست عمارتی لیسې قاسم

د افغانستان لپاره د سرشتو د انسجام اداري ته ((اکبر))

السلام علیکم و رحمت الله و برکاته!

محترما!-

زه معلم محمد قاسم د زربیابزخان زوی د عمارتي د څوري د قاسم پور د لیسې او شیدا فرنی استاسو محترم مقام ته عرض کوم

هغه داچې د عمارتي د کمبود د مهاجرو اکثره بچیان بی تعلیمه او بې تربیې ژوند کوي چې د تعلیم او تربیه په ارمان کې دي چې موږ به څرنګه خپل تعلیم سرته ورسوو دغه د تعلیم څخه پاتې بچیان هم د دې افغان ته ستړګې په لاره دي چې موږ به ته حل شو ... ماموریت د پښتو ... لیک او ریاضي لپاره یو کورس جوړ کړی او د پنځوسو «۵۰» نفرو شاګردانو لپاره د تعلیم په مشکل کې مدرسه ورکړم

لنډه داچې یو تعمیر هم د یو خان څخه مفت پیدا کړم او چې اخترزمان نومیږي

چې تاسو له موږ ته د ... دې اجناسو مدرسته ورکړي

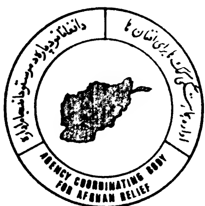
۱ زدوو کوچنو څرنګ یعنې درې ۲ د کتابونو ... لپاره الماري

۳ د اداري لپاره یو میز او لس دوکي ۴ دوه سوه سپینې کتابچې

۵ دوه سوه قلمونه او قلور بنډله سپینې کاغذ ۶ درې دیوالي تختې

معلم محمد قاسم ستاسو محترم حضور ته یو ټینګ سلام ... وړاندې شول

۲۵ / ۲ / ۹۰



EDUCATION SUB-COMMITTEE MEETING
Wednesday 22 October 1997

i. **The Agenda and minutes of the last meeting**

Approved without any comments.

ii. **Announcements**

SERVE is running health education programs in schools in Jalalabad and has published some health related books. These books have not yet been used because of having pictures. Interested agencies can obtain these books from SERVE's Public Health Office.

IRC Hangu Education Program is going to print a supplementary book. A number of copies will be brought at the next meeting for members to see. Most of the members expressed their willingness to use this book.

IRC education program for Afghanistan will be resumed next month.

SCA has printed 'Mashal'. Interested agencies can print the book.

iii. **Delegation to Kandahar**

The Chairman briefed the floor on the issue. It was brought to the attention of members that a proposal had been sent to UNOCHA for funding the delegation trip. UNOCHA agreed to support the delegation trip by UN plane to and from Kandahar/Jalalabad. The generous support of UNOCHA was highly appreciated. Practicalities of the trip were discussed.

iv. **Textbooks**

It was understood that most agencies are now using the UNO revised textbooks. These agencies included SCA, ADA, GTZ-BEFARe, AG BAS-Ed., NAC and to some extent CARE International.

UNO has now completed the revision of all the textbooks for primary level and the butter papers are available with ACBAR Printing Press. UNO is no longer charging agencies for printing these textbooks.

Butter papers for secondary level textbooks are available with IRC. Interested agencies can obtain them. It has not yet been decided whom they should give these butter papers to.

Some books of UNO and IRC were found in the market, which have been changed. It was urged that no body should make their own changes to the textbooks.

v. **Any other business**

UNOCHA reported that UNICEF has got some education supply in Badakhshan, but not distributed.

Bamyan has been included in UNDP's P.E.A.C.E. initiative with an emphasis on education.

IRC is going to close down its Kudakistan program. They have a model Kudakistan and 12 outreaches. IRC is looking for an NGO to take over this program.

NEXT SUB-COMMITTEE MEETING WILL BE HELD ON TUESDAY 25 NOVEMBER 1997 AT 9:00 AM IN ACBAR CONFERENCE ROOM.

The participants

- Dr. Nuristani (**Chairman**)	AG BAS-Ed.
- Amir M. Ahmadi	SAB
- Dr. Zadran	CARE
- Sayed Ibrahim Abdali	UNO
- Taj Mohammad	BEFARe
- Prof. Elham	BEFARe
- Niaz Ahmad	UNHCR
- Dr. Gull Jan Wror	Observer
- Eveline Viehboeck	UNOCHA
- M. Roze Khan	AABRAR
- M. Taib	HCI
- A. Rahim	ISRA
- Dr. Hedayat	SERVE
- Roza Gul	SCA
- Eric van der Lee	IRC
- Elly van den Hombergh	IRC/FEP
- Abdul Rahman	ARF
- Nafisa Nezam	UNOPS
- Shafiq Ahmad	ACBAR



ACBAR اکبر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

MEMORANDUM

To: Members of the **Education Sub-committee**

From: Shafiq Ahmad
Program Manager

Date: 14 November 1997

Re: **Meeting Postponed**

* * * * * * * * * * * * * * * * * * *

The Education Sub-committee meeting scheduled for ***Tuesday 25 November*** had to be postponed due to the Sub-committee delegation trip to Kandahar.

New date and time will be announced later.

I am extremely sorry for any inconvenience this may cause.

* delegation did not end up going.

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Kabul - Afghanistan
Tel: 30730 / 34519

UNITED  NATIONS

Office for the Coordination of Humanitarian Assistance to Afghanistan
(UNOCHA)

ACBAR EDUCATION SUB-COMMITTEE - 19 JANUARY 1997

UNOCHA DEMINING PROGRAMME - MINE AWARENESS COORDINATOR

Introduction

A position of Mine Awareness Coordinator has been created within the UNOCHA Demining Programme office in Islamabad. This position was created with the aim of improving the overall coordination and management of the mine awareness component and of enhancing and expanding the effectiveness of mine awareness activities. Ms Hilary Riggs was appointed as Mine Awareness Coordinator in early January of this year.

The Mine Awareness Coordinator will work in close consultation with agencies and organisations concerned with mine awareness efforts as well as those who could or would like to become involved in this important aspect of the mine action plan for Afghanistan

As part of this work, Ms Riggs will be participating on both the Education and Health sub-committees of ACBAR.

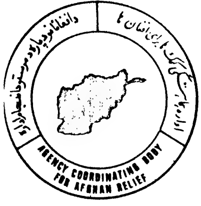
Roles and Responsibilities of the Mine Awareness Coordinator

The Mine Awareness Coordinator will be involved in examining and consulting on the effectiveness of various mine awareness education approaches and suggesting options and plans for the promotion of mine awareness education in affected communities

The Mine Awareness Coordinator will be an information contact and exchange point on mine awareness activities.

In addition, it is envisaged that the Mine Awareness Coordinator will, with the assistance of UNOCHA Field Staff and local organisations, develop and implement a method for the collection of comprehensive mine accident information from local hospitals and clinics in all districts. The collection of such information should, over time, ensure that mine awareness activities are conducted in the areas of greatest need.

House 1a & 1b, Street 2, F-8/3, P.O. Box 1809 Islamabad. Tel: 253789-92, Fax: 261460, Tlx: 54553 UNOCA PK



ACBAR اکبر

AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE MEETING
Wednesday 24 December 1997

The participants:

- Dr. Nuristani (**Chairman**)	AG BAS-Ed.
- Dr. Zadran	Care international
- A. A. Amozgar	UNO
- Haqbeen	AFRANE
- Amir M. Ahmadi	SAB
- Dr. Ahmad Yama	NPO
- Dr. Wror	Observer
- A. W. Hanifi	ADA
- Khorshid Noori	NAC
- Sakina Yaccobi	AIL
- Parwin Rahim	AIL
- A. Rahim	ISRA
- M. Taib	HCI
- N. H. Dupree	ARIC/ACBAR
- Eng. Aqila	AWDP
- Shafiq Ahmad	ACBAR
- Faqir Mohammad	ACBAR

Apology:

- Eveline Viehboeck	UNOCHA
- Cathrine Kennedy	SC-US

i. Approval of the agenda and minutes of the last meeting

The agenda and minutes of the last meeting were approved.

ii. Announcements

Provision of literacy materials produced by Dr. Gul Jan Wror had been requested by an NGO based in Herat. Since Dr. Wror does not have the requested amount, agencies were asked if they could help him print the material.

NAC announced that in 1998 they will support eleven schools in Badakhshan. Textbooks for these schools have been ordered.

NAC also announced that they have stopped funding Maiwand school in Hayatabad.

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Kabul - Afghanistan
Tel: 30730 / 34519
35673 / 30509

UNO conducted a seminar for female teachers in Bamyan. Another seminar will be organized in Laghman. UNO plans to start health and social education programs too. A survey had been conducted for training home school teachers in Laghman.

UNO was advised to contact those NGOs supporting home schools in Laghman before starting the survey for training.

WHO press release was circulated - copy is attached.

iii. **Letter from the Education committee in Kabul**
Copy of the letter is attached. It was agreed that the Education Sub-committee should try to have a meeting in Kabul. In the past, joint meetings of the two committees were held in Kabul.

iv. **Curriculum**
Curriculum is responsibility of the government. Any issues related to the curriculum should be discussed with the Government particularly with the Ministry of Education.l

v. **Any other business**
Concern was expressed over the implementation of some education projects in Jalalabad with WFP funding. Some NGOs implement programs without having textbooks, teachers and necessary expertise.

It was agreed that WFP should be informed about this issue in writing and request them to consult ACBAR Education Sub-committee before approving educational projects for small NGOs.

It was brought to the attention of the members that there was a donor mission to Jalalabad in December organized by UNOCHA Jalalabad. Education was the less focused sector. The need for involvement of the Education Sub-committee in such forums was underlined.

A letter from the Khost authorities was read out to the participants. The letter asks NGOs in Khost to employ a member of Taliban government as monitor; provide copy of proposals to the authorities; get permission before transferring equipment from Khost to other areas; etc..

The same letter was circulated last year and ACBAR was able to resolve the issue. ACBAR will arrange a meeting with the authorities as soon as possible to discuss the issue again.

Lack of UN participation in the meetings was highlighted.

THE NEXT MEETING WILL BE HELD ON THURSDAY 22 JANUARY 1998 AT 9:00 AM IN ACBAR CONFERENCE ROOM. AGENDA WILL BE CIRCULATED LATER.



children in crisis

140 15th Street
Wazir Akbar Khan
Kabul Afghanistan
25-703

To: Mr. Charles MacFadden
Executive Director
ACBAR

From: Jack R. Bell
Program Manager
Children in Crisis

Date: 03 December, 1997

Subject: Education

Dear Charles,

As the new Chairperson for Kabul Education I am writing you for some help. I need to get in contact with those individuals dealing with education in Peshawar. Now, I know this isn't a novel idea, but it seems that there has been a breakdown in communication between Peshawar and Kabul on education issues (not to mention the other sectors).

There are a lot of things happening in the south-east provinces, and other places in Afghanistan, that we in Kabul have little knowledge of, but need to know about. I think this thing with girl's education is going to end soon (at least to the primary school level) and we (the international community) need to be prepared.

I need to get dialog going with those in Peshawar dealing with education such as the education sub-community, SCA a must, IRC and the others. I will, starting in January, make every attempt to get down to Peshawar for the education meetings and maybe someone could make it to ours. We're in contact with Jolyon Leslie, UN Regional Coordinator, and will be participating in meetings with MOE so that we can possibly avoid the problems we had in the medical sector.

If anyone would like to contact me by satphone our number is: 00 873 682 341 354 or of course they can use the ACBAR UPO.

Thank you for helping us help the children.

Sincerely,



Jack R. Bell
Program Manager
Children in Crisis Kabul

WHO EMRO Press

Press Release 34
2 December 1997

Agreement to Rehabilitate Girls School in Afghanistan

An agreement to undertake repairs and the full rehabilitation of a girls school in Afghanistan has been signed by the World Health Organization and the Director of Education in the Governorate of Kandahar. Made under the Healthy Village project in Afghanistan, the agreement commits WHO to carry out the necessary repairs of the school, provide safe drinking water and sanitary facilities, as well as stationary and other teaching material for one full year.

On its part, the Department of Education in Kandahar has pledged to keep and maintain the school for education of girls only, and to encourage girls to join the school for education. The Department of Education will also appoint women teachers and to pay their saleries. WHO will be able to use the school for activities undertaken to increase awareness of health and environmental issues in the village.

The agreement is seen as a new step forward in providing support to the education of girls in Afghanistan. WHO considers this process a necessary prerequisite to the improvement of health standards among women and the general public in Afghanistan.

Distribution List
Copy sent to :-
1) UNOCHA FAIZABAD
2) " GARDEZ
3) " HERAT
4) " JALALABAD
5) " KANDAHAR
6) " KABUL
7) " TERMEZ
8) " PESHAWAR

→ Education Sub-Committee: Input

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TELEGR.: UNISANTE, Alexandria
TEL: 4830090/7/8/9 - 4835240

B.P. 1517 ALEXANDRIE, EGYPTE
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TELEX 54028/54684 WHO UN تلكس
E-Mail/Courier Electronique: EMRO@WHO.SCI.EG البريد الإلكتروني

ص. ب. 1517 الإسكندرية (21511) جمهورية مصر العربية
برقيا : يونيسانتي ، الإسكندرية
FAX: 4838916 فاكس

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ACBAR
EDUCATION SUB-COMMITTEE

Summary of Issues Discussed

- **August 1994**
  Committee's role discussed, issues listed:

  - Collect data on ongoing activities;
  - Share data, minimize duplication;
  - Plan activities - fair distribution;
  - Set standards for: curriculum, salaries, training, monitoring;
  - Advocacy - Government and donors.

- **October 1994**
  Agreed agencies would send all teacher training related materials to ACBAR/ARIC for compilation.

  Setting up separate database of teachers trained by NGOs agreed: to submit list of teachers trained to ACBAR

  Teacher training topic was completed and all related materials collected at ACBAR/ARIC.

- **December 1994**
  To review standardization, quality, monitoring and incentives through NGOs to educational staff, sub-group was selected.

  1995 Education Work Plan for Rehabilitation in Afghanistan completed and presented. Agencies agreed to send extra information for inclusion in the Plan -for submission to the EU by 15 December.

  List of Teacher Training Materials deposited at ARIC was circulated.

- **January 1995**
  Advisor to Minister of Education was invited to Peshawar. Issues included textbook printing for Kabul and overall support to the education sector.

- **February 1995**
  Issues of curriculum, textbooks, supplementary materials and materials production broadly

discussed. A working group agreed on, to review books used by agencies in the past and recommend suitable books to be sued by all NGOs.

- **March 1995**
A 3 member MOE team visited Peshawar and had meetings with the Committee. On past recommendations, issues included printing of textbooks for Kabul students. Clarified that existing NGOs were unable to provide the million textbooks required.

The delegation reviewed the EPA/ECA textbooks and approved them for printing by various agencies; and agreed to send statistics of the schools and books needed for Kabul. On receipt, Peshawar based NGOs would prepare proposals for assistance, with no commitment.

All agencies agreed to print the ECA textbooks approved by the MOE.

A working group was elected to discuss the issue of supplementary materials.

- **April 1995**
A list of supplementary materials produced/used by different agencies was collected and checked by ARIC. Those materials not deposited in ARIC were collected from the agencies..

An Exhibition of Supplementary Materials was mounted. This was aimed at giving an overview of what materials were available and could be used for schools. Twelve agencies participated in the exhibition and displayed their supplementary materials. Other materials were also exhibited. Presentations were given by individual agencies on their materials. In order to have a detailed report on availability of supplementary materials, a form and guidelines were developed.

- **May 1995**
A special meeting was called to review the draft proposal for text books printing for Kabul city - prepared by the Education Sub-committee based on a request from the Ministry of Education.

The proposal was discussed in depth. Strategy/methodology for implementation was also worked out.

Since finalization of the proposal needed direct discussion with the Ministry of Education, a group of members were assigned to go to Kabul and finalize the proposal.

- **June 1995**
A delegation of the Sub-committee went to Kabul to discuss the proposal with the Afghan Minister for Education. The main issues discussed were the proposal and availability of the

71.

revised government approved textbooks.

The Sub-committee decided that a) For 1995 - 1996 school year the agencies will use whatever government revised textbooks are ready for printing. For the remaining, the NGOs textbooks will be printed; and b) For 1996 - 1997 school year the agencies will use as many government revised textbooks as available by the time of printing.

Preliminary discussions on salary standardization were held.

- **July 1995**

A sub-group to obtain quotations from different printing press agencies. UNO permitted SCA to print the books provided by UNO. UNO said that any agency wishing to print the books needs to get authorization in advance from UNO and probably a minimal surcharge will be charged.

- **August 1995**

Further discussions were held on salaries, school construction, and sustainability of schools. Various aspects of these issues were listed. An input form was produced and circulated to the members to obtain the current salary levels paid by different organizations.

A meeting was called by Prof. Fazil, Minister of Education, Islamic State of Afghanistan. The meeting was held on 30 August 1996 at UNHCR Office, Peshawar. The issue textbooks printing was the main subject of discussion.

- **September 1995**

Agencies were encouraged to support IRC printing press. Possibilities of holding Education Meetings in Kabul was discussed.

More discussion on Salaries was held. After much discussion and a review of the different aspects of the issue, the members agreed to recommend a range of salaries for different levels of educational staff in Afghanistan; but not including the government supported schools.

To recommend an acceptable and fair salary scale, it was the following issues were considered:

- Afghani / Pakistani Rupee exchange rate;
- salaries paid by the Afghan Government;
- cost of living in Afghanistan;
- salaries of teachers in schools where school fees are paid; and
- teachers experience.

Afghan Women's Education Meeting was held. Females from different agencies and representatives of girls schools participated in the meeting and updated the floor on their ongoing programmes.

- **October 1995**
  Final discussions on salary was held. The Sub-committee recommended a range of salaries for different categories of educational staff in Afghanistan ie primary schools, secondary school teachers, headmasters, principals etc..

  The recommendations were made to promote Education in Afghanistan and introduce a standard salary scale all over the country.

  To figure out the recommended amount of salary for each level of educational staff for the year 1996 - 1997, a National-wide Market Basket Survey will be conducted. to This end a questionnaire was designed for information collection. Members agencies in different provinces of Afghanistan will collect data on the essential commodities and will forward it to ACBAR.

- **November 1995**
  The Teacher Training Database was completed.

  Problems of three girls schools in Peshawar were presented to the Sub-committee by their representatives. Measures were taken to assist schools in Peshawar.

- **December 1995**
  Short discussion was held on promotion of Government/UN/NGOs cooperations.

  A Working Group was formed to find ways and means of helping the Peshawar based schools - most of them were facing financial problems.

  The Working Group prepared a form for information collection on schools in Peshawar.

- **January 1996**
  The ACBAR Education Sub-committee had a mission to Kabul to attend the Kabul education meeting initiated by the Kabul based agencies. This was mainly aimed at enhancing cooperation and coordination between the two education groups meeting in Kabul and Peshawar and at the same time to strengthen links with the Afghan Ministry of Education.

  A meeting was also held with the afghan minister for education. Both groups, Education Sub-committee and Kabul Education committee, agreed on regular joint quarterly meetings in Kabul to be chaired by the Ministry.

- **February 1996**
  Preparation for a joint meeting in Kabul was made and agenda was identified.

- **March 1996**
  A joint education meeting was held at the Ministry of Education in Kabul. The meeting was presided over by Professor Fazil, Minister of Education. It was also attended by Dr. Fatah Siddiq, Advisor to the President; Mr. Najmi, Deputy Minister of Education; heads of different departments of the Ministry of Education; and by representatives of both Kabul-based and Pakistan-based UN agencies and NGOs.

- **April 1996**
  UNHCR has prepared a form for information collection on schools in Pakistan. Copies of the forms were made available to ACBAR for circulation.

  UNO/EPA collected and analyzed data on schools for Afghan refugees in Peshawar. This was done based on a decision of a committee formed to find ways and means of assisting these schools. A total of 28 schools submitted information.

  There was a common consensus that the way the Education Sub-committee tried to help the Ministry of Education for the last several months has not worked. The Education Sub-committee on several occasion suggested the Ministry to develop a proposal, but this could not be materialized due to lack of professional people or other resources.

  It was, therefore, decided that the UN agencies should organize a workshop/seminar to train the Ministry staff in management, administration, finance and proposal writing.

  Considering the emergency situation, it was suggested if one of the agencies send people to help the Ministry in preparing proposals.

  To this end, IRC was suggested if they could send one of their trainers to the Ministry to train some staff of the Ministry in proposal writing and at the same time help them to prepare proposals for their urgent needs.

- **May 1996**
  UNESCO indicated its willingness to provide materials for the Education Printing Press through the ACBAR Education Sub-committee. A letter was sent to the Ministry of Education asking them of the progress report of the printing press and specific needs.

- **June 1996**
  A working group of the key agencies involved in textbook printing was formed. The working group should work out what they want to do and what kind of support they want from the Sub-committee.

  IRC requested those printing textbooks for secondary level to approach IRC before printing

to make sure no changes have made to the textbooks. Some problems have been experienced last year.

- **July 1996**
List of materials needed for the Education printing press was recieved and passed on to UNESCO Islamabad. No further information received from UNESCO.

Comments on the documents made available by the Ministry of Education at the joint meeting in March were sent to the Ministry of Education with a covering letter from ACBAR.

A great concern was expressed on some private schools and universities for Afghans in Peshawar.

A delegation from the Education Sub-committee members was assigned to meet with the new Education Minister in Kabul.

- **August 1996**
A meeting was held with the new Afghan Minister for Education in Kabul. This meeting was aimed at introducing the ACBAR Education Sub-committee and the agencies involved in the education sector for Afghans to the newly appointed Minister and encourage joint efforts to resolve educational problems.

- **September 1996**
Possibilities of helping teacher training program planned by the Afghan Ministry of Education (previous government) were discussed.

Possibilities of providing training in proposal writing to the staff of Ministry of Education (previous government) were also discussed.

- **October 1996**
Female education/employment (after Taliban took over Kabul) was discussed. A Statement was drafted.

- **December 1996**
Textbook printing and evaluation of the Education Sub-committee issues were discussed.

A special meeting of agencies involved in textbook printing was called and the problem of textbook printing was resolved.

75.



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

EDUCATION SUB-COMMITTEE
Sunday 16 February 1997

The participants

- Dr. Nuristani (**Chairman**)	AG BAS-Ed.
- Carol A. LaDuc	UNICEF
- Shahidi	IRC
- A. S. Ahmadzai	IRC-RAP
- A. Qayeum Karim	BBC AED Project
- Dr. Michael Hirth	GTZ-BEFARe
- Dr. M. Rahim Elham	GTZ-BEFARe
- Dr. Frahmand	GTZ/NSP
- S. Gawhari	GTZ/NSP
- Amir Mohammad Ahmadi	S. A. Belgium
- Bruno L. •	S. A. Belgium
- Prof. W. M. Rahimi	UNO/EPA
- Abdul Rahim	ISRA
- Dr. Zadran	CARE
- Faqir Mohammad	SERVE
- Hawa Majid	SCA
- Nazifa Aabdi	AIL
- S. A. Qahar	AVICEN
- M. Roz Khan	AABRAR
- Mohamad Suleman	ADA
- Dr. Gul Jan Wardak	Observer
- M. Daud Parsons	ORA
- Khorshid Noori	NAC
- Habibullah Rishtia	AITM
- Abdul Wajad Adel	SAVE
- Shafiq Ahmad	ACBAR

Apology:

- Hilary Riggs	UNOCHA Demining.

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7.

ACBAR
EDUCATION SUB - COMMITTEE

INPUT-FORM FOR EDUCATION ACTIVITIES

AGENCY NAME:

TELEPHONE:

PROVINCE	DISTRICT	NAME/ # OF VILLAGE(S)	STATUS	FUNDING SOURCE	DURATION		DESCRIPTION
					BEGIN	END	

EDUCATION SUB-COMMITTEE PLAN FOR 1997

a) Coordination:
avoid duplication, overlapping and tension;
exchange ideas on planned activities; and
produce a combined work plan (like 95);

b) Girls education in Afghanistan

c) Curriculum:
discuss with Taliban;
include environmental education;
incorporate mine awareness;
Unify curriculum and package of teaching aids and textbooks for all adult literacy courses;
provide flexibility and allowance for local variations;

d) Teacher Training:
provide mine awareness training for teachers and teaching assistants;
conduct a joint NGO seminar or workshop for teacher trainers who train the teachers that teach student books which do not have teacher guides;
follow the same curriculum and duration in every NGO; make available teachers and their training;
train teachers on diverse educational materials;

e) Awareness:
extend current mine awareness activities in schools;
identify the needs for mine awareness education in schools;
aware on ORA activities ie AIDS/HIV awareness leaflets, drug education materials, etc.;
access for girls to mine awareness training;
disseminate mine awareness information materials

f) Textbooks:
discuss UNO textbooks;
discuss textbooks issues for primary level and secondary level;
make available textbooks;
discuss the issue of textbook printing for Kabul schools

g) Education for refugees:
discuss private schooling and higher education in Peshawar;
make available schools in Afghanistan and in the camps;
complete independent school survey (need assessment) for seeking funding sources;
forme a board or council for independent schools

h) Supplementary education materials

i) Others:
discuss language and skill training;
build capacity for institutions;
consider education of minority groups who do not speak Pashto or Dari as their mother tongue;
discuss teachers salary;
discuss non-formal education: male and female

EDUCATION SUB-COMMITTEE

Summary of Achievements

i. **Collect data on ongoing activities**
The data has been collected and listed in ACBAR Database of NGO Activities; input form has been developed for the future activities.

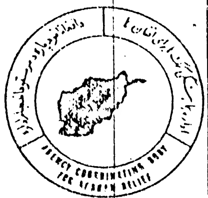
ii. **Share data, minimize duplication**
teacher training related materials collected at ACBAR/ARIC, announced in ARIC Bulletin; separate database of teachers trained by NGOs completed; an exhibition of Supplementary Materials mounted; a list of supplementary materials produced/used by different agencies collected and checked by ARIC.

iii. **Plan activities - fair distribution**
1995 Education Work Plan for Rehabilitation in Afghanistan completed and presented.

iv. **Set standards for: curriculum, salaries, training, monitoring**
a delegation reviewed the EPA/ECA textbooks and approved them for printing by various agencies; agencies after a series of discussions agreed to use the unified textbooks all over the country; Salary ranges for all educational staff in Afghanistan were recommended.

v. **Advocacy - Government and donors**
Advisor to Minister of Education was invited to Peshawar and textbook issue was discussed; a 3 member MOE team visited Peshawar and had meetings with the Committee; draft proposal for text books printing for Kabul city was reviewed; a delegation of the Sub-committee went to Kabul in June 1995 to discuss the proposal with the Afghan Minister for Education; problems of girls schools in Peshawar were presented to the Sub-committee and data collected with a view to assist these schools; discussion was held on promotion of Government/UN/NGOs cooperations; the Sub-committee had a mission to Kabul in January 1996 to attend the Kabul education meeting initiated by the Kabul based agencies; a meeting was held with the Afghan Minister of education in March 1996; a meeting was held in August 1996 with the newly appointed Afghan Minister for Education in Kabul; female education/employment (after Taliban took over Kabul) was discussed and a Statement drafted.

NOTE: Members are requested to indicate which of the above achievements need to be included in the Plan for 1997 because there was no follow up.



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

ACBAR
EDUCATION SUB-COMMITTEE

Priority Education Issues for Discussion
at
Ashkabad International Forum on Assistance to Afghanistan

1. Facilitate opening of all schools including higher/vocational /technical/ universities
   - repairs / construction
   - professional, trained staff
   - students
   - materials

2. Assure balanced curriculum

3. Promote textbook production

4. Utilize trained human resources now idle
   - match needs with skills

5. Consider educational needs of refugees
   - UNHCR to take the lead

6. Clarify donor policy
   - refugee versus inside delivery/assistance
   - segregated education does not prevent education

7. Determine realistic and mutually advantageous implementation time frame

8. Recognize, support and develop professional advocacy procedures

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INTERNATIONAL FORUM ON ASSISTANCE TO AFGHANISTAN (IFAA)

Ashgabat, Turkmenistan
21-22 January 1997

WORKING PAPER 9

Issues for Education
UNICEF Afghanistan Country Office

81.

ISSUES FOR EDUCATION WORKING GROUP DISCUSSION

Background

The education system in Afghanistan, already inadequate before the Soviet invasion in 1979, has been severely disrupted by the long years of warfare. Access to educational opportunities is extremely limited, and quality is poor. While official adult literacy rates are given as 47% and 11% for men and women respectively, ranking Afghanistan as the lowest in Asia, these figures are out of date. For women, the current figure could be as low as 3-4% due to cultural values and political pressures which severely restrict their access to the meagre services that do exist. A general enrolment rate for schoolchildren in recent years is not possible to estimate, but in fact many children fail to attend school beyond the early grades, very probably without attaining functional literacy and numeracy levels.

Current situation

The Taliban stand on girls' education and women's employment represent blatant discrimination and violation of some of the basic human rights enshrined in the Universal Declaration of Human Rights, the United Nations Charter, the Convention on the Rights of the Child (CRC) and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). The UN Secretary General's statement of 7 October 1996 was unequivocal in asserting the UN's commitment to gender equality in its operations, specifically in Afghanistan. With the Taliban currently in control of about two thirds of the country, educational services are at the point of collapse. While girls are totally denied access to schooling, both opportunity and quality of education for boys are suffering because women, who represent a significant proportion of primary level teachers, are forbidden to work. Only in very limited areas under Taliban influence are educational programmes including girls permitted to continue.

Educational institutions continue to function in parts of the northern region and central Hazarajat, but often within partially destroyed structures, and almost always with inadequate funding, extremely limited resource materials, or well qualified teaching staff.

Issues

Key issues to be addressed are access, and quality. Key considerations relating to access to opportunity include gender, regional, and rural-urban imbalances. On quality, major concerns are classroom level processes and achievements, and teacher training and support systems.

<u>ACCESS</u> *(in all cases, sustainability is a key consideration)*

1 *Gender equity* Abiding by principles of gender equity, UNICEF does not support education in those areas where Taliban authorities have denied access to girls. It is vital that UN, NGOs and bilateral partners adopt a unified position on programming and advocacy, in order to convey a strong, clear, and consistent message on gender concerns. Possible strategies for gender equity in education include:

a concentrate on those areas where principles of gender equity are not violated;

b encourage female education by meeting demand when and where it comes ;

c consider community/home schools where this is the only realistic option acceptable to communities for boys' and girls' education, or for girls' education alone if it achieves parity with opportunity for boys.

Limiting factors for discussion include:

i focus on the 'survival grades' of 1 - 3 in order to optimise quality and quantity of support;
ii how, and when, to address follow-on grades;
iii age limits, if any, of girls who can participate (particularly in Taliban areas);
iv gender equity with respect to teachers, notably for primary grades.

2 *Regional possibilities: north, centre, and wherever non-violation of gender equity and relative stability provide opportunity to develop:*

a quality processes and sustainability by concentration on limited areas within the region;
b models - see 'Quality' section below - for replication elsewhere once discriminatory impediments are removed;
c strategies for improving access, especially for girls, possibly by way of sectoral linkages.

Regional possibilities: Taliban held areas

a Develop focussed advocacy with all regional authorities, with emphasis on Kabul.
b Support innovative community/home schools (after gaining Taliban approval) which meet gender equity criteria, as models for replication.
c Consider ideas/support for child-focussed initiatives, eg landmine education.
d Explore 'self learning' strategies to develop/sustain 'education without schools'.
e Develop supplementary reading/resource materials to maintain/build skills, including BBC Afghan Education Drama programme.

3 *Rural-urban imbalances* While cultural mores have hindered female education most notably in rural areas, attitudes are being changed as a result of internal displacement and new values of returning refugees. These provide opportunities to:

a increase enrolment rates of boys, and of girls, from baseline to levels to be determined;
b meet first-time demand for education by establishing community/home schools
c meet first-time demand for girls' education, as above, where boys' facilities already exist;
d provide mechanisms for teacher training support, and for minimum learning materials.

QUALITY

1 Teacher training

a Develop/upgrade teacher training in all possible regions with particular attention to resource persons, content, materials, and continued support including to rural areas.

2 Support systems (Significant reduction in material supplies to maximise self-reliance)

a Link up adult non-formal education, particularly female, with children's grades.
b Develop/establish linkages with other child-centred programmes to build skills.
c Develop supplementary resource materials, eg educational games/activities.

3 Processes

a Training/resources in child-centred learning (both formal and non-fornal education).
b Training/resources in participative teaching/learning methods.

4 Achievements

a Provide capacity building resources in assessment of learning achievement.

INTERNATIONAL FORUM ON ASSISTANCE TO AFGHANISTAN

ASHGABAT, TURKMENISTAN, JANUARY 21-22, 1997

SUMMARY

More than 200 delegates met in Ashgabat, capital of the recently established Republic of Turkmenistan, to develop a framework for coordinated emergency, relief and development support, and to consider the 1997 Afghanistan Consolidated Appeal of $133 million. Ashgabat, rebuilt after the devastating earthquake of 6 October 1948, provided the venue for the Forum. Seventy-one government representatives from 25 countries; 45 INGO/NGO; 8 Red Cross/Red Crescent; 63 UN and Bank agency representatives, in addition to press and support staff took part. Fifteen delegates traveled from Afghanistan; more than 100 from Islamabad, Peshawar, Quetta and Lahore in Pakistan; almost 50 from Europe; 7 from destinations in East and South Asia; 10 from the USA; 1 from Australia; and the others from the Middle East and Central Asia. Noteworthy was the predominance of men and the limited participation of people from Afghanistan, although many Afghanistan people working from bases in Pakistan were present.

A cultural evening; visits to the beautiful new mosque built with Saudi finance on the site of the 1891 massacre of thousands of Turkmen horsemen, a stud breeding classic Turkmen horses, a carpet museum, a history museum; and a play added cultural and social dimensions to the Forum.

Following the official welcome by H.E. Saparmurat Niyazov (President of Turkmenistan), keynote addresses were delivered by Mr Yasushi Akashi (UN Under-Secretary General for Humanitarian Affairs); Dr Jan Pronk (Minister for Development Cooperation of the Netherlands); and Dr Norbert Holl (Head of United Nations Special Mission to Afghanistan: UNSMA). Opening statements by representatives of UNDP, the Afghan community, NGOs, ICRC, UNHCR and UNOPS all addressed the plea of the people of Afghanistan for peace and continued assistance during and after the years of devastating war.

Four afternoon workshops addressing the theme "The Impact of assistance and lessons learned" ("Food security"; "Health and sanitation"; "Re-integration"; Education") were followed by reports and very spirited plenary discussion, especially on the issues of gender and rights.

As resource person for the "Education" workshop, Jim Irvine suggested that the fluid situation in Afghanistan demands unique and creative strategies which build, with communities, on what exists, while maintaining dialogue at all levels until systems can be reinstated. The low participation rates in primary schooling in 1993 for boys and especially girls (Maps 1 & 2) have been exacerbated by the destruction and / or closure of many schools, the absence of trained teachers, the poor quality of schooling, and the limited support given to basic education in recent years (Working Paper #7, UNESCO, 1997). Education has almost collapsed in many parts of Afghanistan (Map 3).

The UN position on gender equity reflecting the CRC and CEDAW, and confirmed in the UNICEF Executive Director's statement of 10 November 1995, the UN Secretary General's statement of 7 October 1996, and the "Policy Guidelines for Fieldwork of UN Agencies in Afghanistan" issued by UNOCHA on 28 October 1996 clearly articulate the UN position on equity and discrimination. In education, UN agencies cannot support programs for boys' schools where girls' schools are closed, nor 'second class' options for girls such as home-schools /

community-schools for girls whose schools have been closed by the authorities. However, with so few girls having access to any form of education, the challenge is to look for opportunities to initiate and support programs of equivalent quality for boys and girls where none exist, or where boys and girls are still able to go to schools nearby. Furthermore, the limited data and limited resources; the absence of traditional infrastructure, schools, materials, texts, stationeries and trained teachers; and most importantly, the plea of Afghan parents that education for all children is urgent to restore some semblance of normality and hope, and to keep boys from taking up arms all suggest the urgent need to assess opportunities, get new programs under way, and document and communicate lessons learned about processes and impact. This will not only require coordinated donor support but can demonstrate to authorities and to the people the commitment of those who work in and for the country.

Revitalising education will demand a massive local, national and international effort. In the short term, teachers need to be identified, trained and supported, and children must have access to life-relevant and quality education.This can only be done with an expanded vision of what constitutes 'education' in Afghanistan: going beyond recitation and rote learning, to encompass: early care and stimulation; primary schooling; non-formal centres; home- and community-schools; secondary schools; vocational, technical and university education; use of the 'third channel'; mine awareness; peace and conflict resolution; and education and rehabilitation for children and adults with disabilities.

On Day 2, four workshops, followed by reports and plenary discussion, addressed the second theme: "Towards an international strategy":

1. Role, nature and scope of assistance in building peace in mid- and post-conflict periods
2. The case for rehabilitation and development
3. International assistance and human rights
4. Existing and proposed co-ordination structures

Jim Mohan, as Chairperson for the workshop on Human Rights, stimulated thoughtful discussion of girls' education and rights, prompting, in the afternoon session, statements by the Afghan community, Afghan women, and UNDP (on behalf of the UN system) on these issues.

Fourteen 'working papers' were issued to delegates as background materials:

1. Towards an international aid strategy for Afghanistan (UNHA / UNDP / UNOCHA)
2. Coordination in a fragmented state (UNDHA)
3. Afghanistan: Looking ahead (Nethlands Embassy, Pakistan /Afghanistan UNDP)
4. Drug control program for Afghanistan: Update January 1997 (UNDCP)
5. Layers of a castrophe (ECHO)
6. Joint aid monitoring mechanisms for Afghanistan (UNOCHA)
7. International aid strategy for Afghanistan (UNESCO)
8. Repatriation and reintegration (UNHCR)
9. Issues for education (UNICEF ACO)
10. Food security in Afghanistan (FAO / WFP)
11. The mine action plan for Afghanistan (UNOCHA)

i. **Approval of the agenda and minutes of the last meeting**

a) The agenda:

Briefing on International Forum on Assistance to Afghanistan (IFAA) was added to the agenda.

b) The minutes:

Were approved in the absence of any comments.

ii. **International Forum - Mr. Michael Hirth, GTZ-BEFARe**

Mr. Michael Hirth, Project Director GTZ-BEFARe, who chaired the education group in the conference was kind enough to brief the floor despite his tight schedule; for which the ACBAR Education Sub-committee is grateful.

He stated that 45 persons participated in the workshop and three papers were presented: the ACBAR Education Sub-committee statement; UNICEF and UNESCO papers. It was unfortunate that the papers were not made available to all the participants; which was criticized. The education group was able to have a good discussion.

UNESCO's paper was a success. It was pointed out in the paper that only 6% of assistance has been dedicated for education, whilst education plays a very substantial role in the rehabilitation of Afghanistan.

The four points discussed at the Forum were explained *(see the attached sheets for details of those points and other issues related to the Forum).*

He further said that generally education played a leading role in the conference. He congratulated the Afghan group who came out with very detailed and demanding paper focusing on education saying that without education rehabilitation is impossible.

He also went through all the points in the ACBAR Education Sub-committee statement and said that all those points had been well covered in the Forum.

Other members attended the Forum included Dr. Nuristani, Ms. Carol A. LaDuc, and Mr. Suleman. They also shed lights on the Forum proceedings. Questions raised by the members were answered.

It was brought up at the Forum that the Taliban are trying to develop their own curriculum. Taking account of the poor economic condition of the country, the members underlined the inadvisability of Taliban involvement in such an activity.

12. Summary of the international community's pledges and contributions to Afghanistan (UNOCHA)
13. Health and sanitation (WHO / UNICEF)
14. Room for manoevre: Report of study of women's programming in Afghanistan (UNDP)

Paper 1 included 8 specific recommendations and suggested a timetable for follow-up action. Several amendments were tabled and discussed but the final draft will not be issued to delegates until all the papers for all sessions have been collated. Valuable workshop summaries and plenary discussion preceded formal statements by representatives of several governments, pledging their commitment to the ongoing process of developing a strategy, and supporting the 1997 Appeal. Concluding remarks by Mr Akashi focused on the issues of co-ordination, rights, opportunities, further dialogue and peace initiatives.

The Forum may be a landmark for Afghanistan. A good venue, good process, good networks and discussions, in a climate of commitment and deep concern augur well for the work to come. There is to be a single UN coordinator for emergency, relief and development assistance, a coordinated communication strategy, and a coordinated effort to obtain accurate information for data bases; donors are ready to support good proposals for sound programmes; there are experienced NGOs willing to expand their activities; there is to be an ongoing partnership to formulate coordinated strategies for the country; and the people are pleading for urgent action to coordinate peace and development initiatives to enable some semblance of normality to return to their lives. The Afghanistan delegates urged more creative searching for opportunities to continue education and development efforts, and more consultation with, and participation by Afghan people, especially in dialogue with local authorities.

Having tabled the UN position on rights and girls' education, support of the major donors for UNICEF became apparent. In informal discussions, Italy, Finland, Canada, Norway, Sweden,Germany,[1] Denmark, the Netherlands, the UK, the EU, Switzerland and Australia all expressed willingness to support ACO immediately and / or consider good proposals which looked at development initiatives and had scope for demonstrable short-term impact. This goodwill can be harnessed by communicating widely, continuously and attractively: the situation; opportunities; plans and achievements. It demands urgent attention to what projects are important, feasible in 1997, and need funding or related support.

In preparing for the Situation Analysis and the Mid-Term Review in 1997, there is urgency for ACO to obtain and collate a sound information base, articulate how the geographic and sectoral teams propose to move forward, and define how and with what staffing, training and resources this can be done. As a partner in South Asia, and as the focus of international attention and UNICEF regional support, ACO can benefit by exploring regional strengths for its advocacy, programming and documentation activities.

Perhaps the clearest challenge from the IFAA is the plea to listen to, work with and help people in

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communities: a challenge which UNICEF can and must respond to.

United Nations Development Programme

Country Office for Afghanistan

Reg. Date: No 1141

Title/Section	Act	Info
CD		
DRR		
SAP		
NPM		
SUP		
AFO		
Filing Code		
Remarks		

To: All Heads of Agencies (distribution list below)
All Team Leaders (distribution list below)

From: Alfredo Witschi-Cestari
UN Coordinator

Date: 19 June 1997

Subject: May 1997 Education Sector Survey

1. I am pleased to send you herewith a summary of the results of the above survey, and for which I would like to thank in particular the Team Leaders and UN colleagues in the field who participated in the survey.

2. The survey seems to confirm the - sometimes scattered - information available so far on primary and secondary education, and would allow to conclude clearly:

* in the South and the Centre, where girls participation has been traditionally low, it has now fallen to zero;

* in the Centre and the West, where girls education has always been relatively high (30% of the school population in Herat and 40% in Kabul reported for 1996), this has now also fallen to zero;

* in the North, where girls participation in education has been relatively high (although lower than e.g. Kabul), that level is being maintained (25% girls versus 75% boys in the school population);

* the situation with respect to female teachers is along the same lines, although the Western region also reports the negative impact on boys schools (where female teachers were employed before) and Kabul also reports a reduction in male teachers and boys enrolment;

* Kabul reports that female teachers, although at home, continue to receive their salary;

* a number of less formal initiatives are reported in the Western, Southern and Central region (such as home-based training) on a very limited scale and, presumably because of the security risk, at very low profile;

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* in Ghazni (Southern region) and Laghman, Kunar and Nangarhar (Eastern Region), a number of NGOs have managed to continue to employ female teachers (about 60) and train girls (about 5000), apparently with some agreement of the Departments of Education concerned;

* the North reports a severe shortage of textbooks and school supplies;

* the only teacher training schools functioning are in the North, open to boys and girls, but with a very small capacity;

* a small number of skills and literacy training programmes organized by UN Agencies and NGOs, reach out to a small number of women in the Southern and Western region;

* an equally small number of women training programmes in the health sector continue to be organized and tolerated, in particular in the Eastern region.

3. Of course this information is only partial and it is difficult for us to address the root causes within the prevailing context in Afghanistan. However, it is reliable enough to sustain the point of view that the role of women in Afghanistan has been dramatically reduced. Moreover, the implications for the future are very worrisome, when considering the importance of the women's role in the peace process in post-conflict situations in other parts of the world.

Distribution List:

Dr. N. Hall, UNSMA
Mr. B. Szynalski, WFP
Mr. A. Haider, WFP
Mr. G. Quaglia, UNDCP
Mr. J. Mohan, UNICEF
Dr. A.O. Gebreel, WHO
Mr. T. Barker, FAO
Mr. H. Brink, FAO
Mr. S. Wijeratne, UNHCR
Mr. R. Dudley, ILO
Mr. Moegiadi, UNESCO
Mr. B. van Ree, UNOCHA Demining
Mr. M. Scott, UNCHS
Mr. M. Mersereau, UNOPS
Mr. P. Coleridge, CDAP
Mr. S. Ahmed, World Bank
Mr. Terry Pitzner, UN Team Leader, UNHCR Kaubl
Mr. N. Makki, UN Team Leader, UNHCR Jalalabad
Mr. C. Dubon, UN Team Leader, UNHCR Mazar
Mr. G.P. Clark, UN Team Leader, UNOCHA Herat
Mr. Dave Edwards, UN Team Leader, UNOCHA Kandahar

PROGRAMME → REGION ↓	FORMAL PRIMARY EDUCATION	OTHER PRIMARY EDUCATION	LITERACY TRAINING	SECONDARY EDUCATION	TEACHER TRAINING	VOCATIONAL/ SKILLS TRAINING	UNIVERSITY	REMARKS
Herat & Western Region	All girls schools closed. Schools reopened 22 March, for boys and male teachers only. Small number of primary schools opened in IDP camps in Herat (Ministry of Repatriation, UNHCR, UNICEF, IAM) with 1228 boys, 652 girls, 33 male and 12 female teachers.	Number of small, private home-based schools opened by former teachers. Limited information available. Low profile since high risk. All charging fees, and thus thought to be only accessible for high and middle income family children.	An estimated 500 women (mainly heads of households or widows) receiving home-based literacy training programmes, organized by several agencies in Herat. Approximately 50 female teachers are employed under this programme.	All girls schools closed. Schools reopened 22 March, for boys, and male teachers only.	Closed	No information	No female teachers or students	An estimated 1200 female teachers stay at home, resulting in very large class sizes for boys, because many of them were previously teaching boys' classes.

PROGRAMME → REGION ↓	FORMAL PRIMARY EDUCATION	OTHER PRIMARY EDUCATION	LITERACY TRAINING	SECONDARY EDUCATION	TEACHER TRAINING	VOCATIONAL/ SKILLS TRAINING	UNIVERSITY	REMARKS
Kabul	Before Taliban takeover, survey of 160 Kabul schools showed 250,000 students of which 41 % girls; and 8,200 teachers of which 70 % female. No complete survey done since, but partial survey by SC-US in 1997 shows zero girls attendance, no female teachers, and also 40 % reduction in boys school attendance and number of male teachers. Note: Central region data for Kabul only.	No private home schooling structure	No information	See column 1	No information	No vocational training structure	No female students or female teachers. (4,000 female teachers and 60 female professors before Taliban takeover).	Female teachers, staying at home, continue to receive their salaries

PROGRAMME → REGION ↓	FORMAL PRIMARY EDUCATION	OTHER PRIMARY EDUCATION	LITERACY TRAINING	SECONDARY EDUCATION	TEACHER TRAINING	VOCATIONAL/ SKILLS TRAINING	UNIVERSITY	REMARKS
Jalalabad and Eastern Region	Schools closed for girls and female teachers, except in Khost where an NGO is operating 9 schools with 317 girls students and in Kunar, Laghman and Nangarhar where an NGO is operating 53 schools with 195 female teachers and 4,775 girl students, in consultation/ cooperation with the local Department of Education.	An estimated 300 students trained by 40 female teachers in home-based programmes, operating on a very low profile.	No information	No information	No information	Training of TBAs continuing and tolerated. Number of training projects in the Health Sector continuing (Physiotherapy by a NGO in Jalalabad; training programmes by WHO in epidemology, maleria)	No female students or teachers	

PROGRAMME → REGION ↓	FORMAL PRIMARY EDUCATION	OTHER PRIMARY EDUCATION	LITERACY TRAINING	SECONDARY EDUCATION	TEACHER TRAINING	VOCATIONAL/ SKILLS TRAINING	UNIVERSITY	REMARKS
Kandahar and Southern Region	Formal school system completely closed for girls, except Ghazni where 30 female teachers train 2,845 girls. Two other NGOs are known to support some schools for girls, but no detailed information is available.	One NGO supporting 140 girls in a home-based training programme	No information	No girls allowed	No information	Some 300 women reached under different vocational training programmes supported by UN agencies and NGOs. WHO-supported Female Nursing School now closed.	No girls allowed	

PROGRAMME → REGION ↓	FORMAL PRIMARY EDUCATION	OTHER PRIMARY EDUCATION	LITERACY TRAINING	SECONDARY EDUCATION	TEACHER TRAINING	VOCATIONAL/ SKILLS TRAINING	UNIVERSITY	REMARKS
Mazar and Northern Region (No info for Mazar, Jawzjan, Faryab, Saripul and Samangan. Info only for Bamyan, Kunduz, Takhar and Baghlan)	Schools fully open. In the four provinces there are 478 schools, of which 60 girls schools. School population in Kunduz, Takhar and Baghlan is close to 100,000, of which 25 % are girls. Number of female teachers is 30 %. Situation in other Northern provinces is estimated to be similar.	No information	No information	Included in the column for Primary Education	One institute reported in Kunduz and one in Takhar with boys and girls attendance.	No information	Small university in Takhar (90 students). One university (220 students), one theological school (170 students) and one religious school (50 students) in Baghlan	Severe shortage of text books and school supplies.

It was also said that the UNDP is currently discussing curriculum issue with the Ministry of Education. It was recommended that the ACBAR Education Sub-committee must be present in such discussions.

The members pointed out that some technicalities required for curriculum development. It was said that these issues should be taken care of in the AG BAS-Ed. Workshop, which will take place from 15 - 20 March 1997. The Workshop has been financed by UNESCO and space has been provided by BEFARe. Dr. Nuristani thanked Dr. Michael Hirth for provision of the venue.

iii. Discussion on evaluation of the Education Sub-committee

The Chairman briefed the floor on the objectives behind this exercise. He stated that since reactivation of the ACBAR Education Sub-committee, many issues have been discussed ie curriculum, textbooks, teacher training, etc.. Now we have to evaluate ourselves to see whether we have been effective in our work or not.

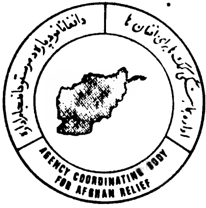
The members pointed out some technical issues to be considered during evaluation of the Sub-committee. Generally, it was believed that the Sub-committee has been a very useful forum.

After quite long discussion, it was agreed that a Working Group be set up to work out the evaluation. The following members were selected for the Working Group:

- Carol A. LaDuc	UNICEF
- Shahidi	IRC
- Dr. M. Rahim Elham	GTZ-BEFARe
- Prof. W. M. Rahimi	UNO/EPA
- Amir Mohammad Ahmadi	S. A. Belgium
- Khorshid Noori	NAC
- Dr. Zadran	CARE
- Mohamad Suleman	ADA
- Shafiq Ahmad	ACBAR

It was also decided that the Working Group should determine the future strategy of the Sub-committee as well. The members were requested to send the list of issues they would like to be discussed in 1997, so that the Working Group can use them while determining the future strategy of the Sub-committee. **The list should be sent to Shafiq Ahmad, Program Manager ACBAR, by 28 February 1997.**

The first meeting of the Working Group was scheduled for Sunday 9 March 1997 at 10:00 am in ACBAR conference room. No agenda or reminder will be circulated.



ACBAR

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AGENCY COORDINATING BODY FOR AFGHAN RELIEF

7 July 1997

To: All agencies involved in education sector for Afghans

Re: Work plan 1997/1998

Dear colleagues,

As part of the 1997/1998 workplan, the ACBAR Education Sub-committee has decided to produce a reference document containing basic information of agency activity in education by geographical location (province and district level). This reference document will complement the ACBAR School Database.

The purpose of the activity is to assist agencies to coordinate activities in the education sector, to encourage inter-agency cooperation, and to help avoid duplication of effort.

The document will be short - a reference document which will enable users to see at a glance which agencies are working where, and do what. It does not contain details - these may be obtained from individual agencies.

To this end, a number of input-forms were developed and commented on by the members. The finalized forms together with instruction on the backsides are attached.

We, therefore, kindly request you to fill in the forms and send them to ACBAR by the next Education Sub-committee meeting on Monday 21 July or bring them, at latest, to the meeting.

The information will be entered into a computer database, and printed as reference document for members of the ACBAR Education Sub-committee and others interested in education sector. The document will regularly be updated and ACBAR will contact agencies at regular intervals requesting update information.

Thank you very much for your cooperation and I hope the document would prove of significant value.

Yours sincerely,

Shafiq Ahmad Qarizada
Program Manager

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University Town,
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ACBAR
EDUCATION SUB-COMMITTEE
TEACHER TRAINING

AGENCY NAME:

PROVINCE	DISTRICT	TEACHER TRAINING					COURSE TYPE		STIPENDS	HOSTEL	TRANSPO RTATION	NEED ASSES / EVALUATION	REMARKS
		NGO SCHOOL	GOV SCHOOL	HOME SCHOOL	HEAD MASTER	MASTER TRAINER	METHODOLOGY	SUBJECT					

GENERAL REMARKS:

Prepared by: .... Phone:.....................................

Agency Name:	Complete name of your agency and its abbreviation
Province:	Name of the Province
District:	Name of the District
Teacher Training:	Please put only an asterisk mark (*) where appropriate:
NGO School:	If training is for NGO school teachers
Gov School:	If training is for Government school teachers
Home School:	If training is for home school teachers
Head Master:	If training is for headmasters
Master Trainer:	If training is for master trainers
Course Type:	Please put only an asterisk mark for:
Methodology:	If you conduct methedology course
Subject:	If you conduct courses for any subjects
Stipends:	If incentive/salary is provided
Hostel:	If hostel is provided for trainees
Transportation:	If transportation is provided
Need Asses/Evaluation:	If need assessment or evaluation is conducted in the district/province
Remarks:	Any other activities not included in the form
General Remarks:	Any important information
Prepared by:	Write your name
Phone:	Write your telephone number(s)

ACBAR

EDUCATION SUB-COMMITTEE

PUBLICATION DEVELOPMENT

AGENCY NAME:

PROVINCE DISTRIBUTED	TEXTBOOKS			SUPPLEMENTARY MATERIAL			TRAINING MANUAL		TEACHING AID	STATUS		OTHER PUBLICATION	REMARKS
	SUBJECT	LEVEL	LANGUAGE	SUBJECT	LEVEL	LANGUAGE	TYPE	LANGUAGE		COMPLETE	ONGOING		

GENERAL REMARKS:

Prepared by: .... Phone:...

Province Distribute: Name of the province where publication distributed

Textbooks: Please write:
- Subject: Subject of the textbooks
- Level: Primary/secondary/high/etc.
- Language: Dari/Pushtu/English/etc.

Supplementary Material: Please write
- Subject: Subject of the material
- Level: Primary/secondary/high/etc.
- Language: Dari/Pushtu/English/etc.

Training Manual: Please write:
- Type: Type of manual
- Language: Dari/Pushtu/English/etc.

Teaching Aid: Please write name of the material
- Status: Please put an asterisk
- Complete: If production of material is completed
- Ongoing: If production of material is in progress

Other Publication: List any other publications not mentioned in the form

Remarks: Any other activities not included in the form
General Remarks: Any important information
Prepared by: Write your name
Phone: Write your telephone number(s)

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ACBAR

EDUCATION SUB-COMMITTEE

NON - FORMAL EDUCATION

AGENCY NAME:

PROVINCE	DISTRICT	TYPE OF EDUCATION							REMARKS
		ADULT LITERACY	CHILDREN LITERACY	HEALTH EDUCATION	INSTRUCTOR TRAINING	VOCATIONAL TRAINING	LANGUAGE TRAINING	OTHERS	

GENERAL REMARKS:

Prepared by: .... Phone:......................................

Province Distribute: Name of the province where publication distributed

Textbooks: Please write:

Subject: Subject of the textbooks
Level: Primary/secondary/high/etc.
Language: Dari/Pushtu/English/etc.

Supplementary Material: Please write

Subject: Subject of the material
Level: Primary/secondary/high/etc.
Language: Dari/Pushtu/English/etc.

Training Manual: Please write:

Type: Type of manual
Language: Dari/Pushtu/English/etc.

Teaching Aid: Please write name of the material

Status: Please put an asterisk
Complete: If production of material is completed
Ongoing: If production of material is in progress

Other Publication: List any other publications not mentioned in the form

Remarks: Any other activities not included in the form
General Remarks: Any important information
Prepared by: Write your name
Phone: Write your telephone number(s)

ACBAR

EDUCATION SUB-COMMITTEE

SCHOOL SUPPORT

AGENCY NAME:																					
PROVINCE	DISTRICT	TYPE OF SCHOOL												SALARY	NEED ASSES	TBOOK DISTR	STATIO NARY	FURNI TURE	BUILD REPAIR	BUILD CONST	REMARKS
		PRM		SEC		HIGH		DINI		OUT OF SCH. CHIL		HOME SCHOOL									
		M	F	M	F	M	F	M	F	M	F	M	F								

GENERAL REMARKS:

Prepared by: ....

Phone:..

Agency Name:	Complete name of your agency and its abbreviation
Province:	Name of the Province
District:	Name of the District
Type of School:	Please put only an asterisk mark (*) where appropriate:
PRM:	Primary School
SEC:	Secondary School
HIGH:	High School
DINI:	Madrasa or religious school
OUT OF SCH. CHIL:	Out of School Children
HOME SCHOOL:	Home School
M:	Male
F:	Female

Salary:	Put (*) if you provide salary to teachers
Need Assses:	Put (*) if you conduct need assessment in the district or province
Tbook Distr:	Put (*) if you distribute textbooks
Stationary:	Put (*) if you provide stationary
Furniture:	Put (*) if you provide furniture
Build Repair:	Put (*) if you repair school building
Build Const:	Put (*) if you construct school building
Remarks:	Any other activities not included in the form
General Remarks:	Any important information
Prepared by:	Write your name
Phone:	Write your telephone number(s)

Dear Shafiq.
Thanks for your input. Sincerely, Nancy
31 July 1997

Dupree
July 1997

WHY EDUCATE GIRLS IN AFGHANISTAN?

Why, indeed. In May 1997, the Governor of Kandahar told high-ranking UN and NGO representatives pressing for the resumption of female education that the Taliban consider education for girls a 'minor matter' compared to the conclusion of war and the establishment of law and order. This testy remark illustrates the emotionally charged state of frustration currently driving female education in Afghanistan.

Both sides, the authorities on the one hand, aid providers on the other, profess to be committed to education for girls, but they are at an impasse over its delivery, deadlocked over differences of perspective. What follows here are some brief comments from the perspectives of the three major actors: the Taliban, the society, and the aid community. To enhance my own thoughts I elicited the views of representatives from all sides, and I happily acknowledge my debt to their insights.

First, from the Islamic Taliban point of view. The word 'Ilm, knowledge, is used in the Koran more than 300 times, appearing second only to the name of Allah. These references enjoin Muslims, both men and women, to seek knowledge from the cradle to the grave, wherever it may be found, and instruct them to use this knowledge for the betterment of the ummah, the Muslim community. Increasingly since the eleventh century A.D., however, conservative interpreters have sought to limit these injunctions to the confines of religious science. Using these conservative interpretations, some Taliban categorically state that girls must study only religious subjects, only in religious establishments.

Others hold much broader views, but also believe that the education system must be thoroughly cleansed of alien western influences that in the past contaminated the system in contradiction to Islamic values. This will take time. Also, since the protection of the chasteness of women is central to the perceived honour and integrity of the new Islamic state, females require separate places for study which the Taliban cannot yet provide; inadequate security prevents girls from moving safely between their homes and schools. These considerations supersede their avowed commitment to be bound by the Koranic dicta on education described above. Girls' schools must remain closed.

Second, from the society's point of view. Socially appropriate female roles stress motherhood, child socialization, family nurturing, household management and social activities within community networks. Female education, therefore, focusses on preparing girls for their natural roles as wives and mothers.

iv. **Any other business**

Mr. Abdul Wajad Adel, Director SAVE, attended the Education Sub-committee meeting for the first time. He was requested to brief the floor on his activities. *Please find attached a copy of his report.*

A circular on AVICEN's video production services was circulated to the participants. *Please find attached a copy of the circular.*

Due to lack of time the following two items had to be postponed for the next meeting:

i) Comments on draft input-form for activity report
ii) Preliminary survey report on refugee schools in Peshawar.

THE NEXT EDUCATION SUB-COMMITTEE MEETING WILL TAKE PLACE ON SUNDAY 30 MARCH 1997 AT 10:00 AM IN ACBAR CONFERENCE ROOM. THE AGENDA WILL BE CIRCULATED LATER.

ACBAR

Compilation of the

EDUCATION

Sub-committee documentation

1988/89,
1994

to

1997



Agency Coordinating Body for Afghan Relief

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October 1998

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Φ